
CARNEGIE CORPORATION OF NEW YORK

ANNUAL
REPORT
1985



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CARNEGIE CORPORATION OF NEW YORK

ANNUAL REPORT 1985

for the fiscal year ended September 30

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REPORT OF THE PRESIDENT



REDUCING THE CASUALTIES OF EARLY LIFE: A PREVENTIVE ORIENTATION

Most children in affluent countries grow up healthy and appear reasonably happy. Yet even in the favored sectors of such societies, there is much perplexity about the fate of children and especially adolescents. Gross casualties among the young are evident in the high incidence of disease and disability, of ignorance and prejudice, of failure and humiliation, of hatred and violence. The tragic waste of human resources is often vividly and poignantly played out; sometimes it is hidden; but it is everywhere one cares to look.

If we look worldwide — as we must in today's intimately interdependent world — we see the vast scale of casualties in early life. A new report from the United Nations Children's Fund, *The State of the World's Children, 1986*, estimates that in 1985 the lives of well over one million children were saved by progress in the use of two simple interventions: oral rehydration therapy for diarrhea and immunizations for several infectious diseases. But 14 to 17 million children still die each year from the combined effects of poor nutrition, diarrhea, malaria, pneumonia, measles, whooping cough, and tetanus. It is as though a jumbo jet carrying several hundred children crashed every ten minutes throughout the year!

Why are we not doing more to stop the killing and maiming? To some extent, we tend to shield ourselves from the painful facts. We protect ourselves with wishful thinking about "the good old days." We prefer to think of childhood and youth as a time of vigorous play, of laughter and joy, of innocence and health, carrying with it no intimations of mortality. In our own country, attention to the needs of children is complicated by the fact that a major shift in allocation of resources has occurred from the younger toward the older end of the population. While the proportion of older age groups in poverty has greatly diminished in the past 20 years, the economic status of children has worsened. Twenty-two percent of America's children under age 18 in 1983 lived in official poverty, representing

The president's annual essay is a personal statement representing his own views. It does not necessarily reflect the foundation's policies.

40 percent of all poor people in the nation. In 1973, the poverty rate of children was 14.2 percent. Among preschool children, the poverty rate in 1983 was 25 percent—higher than at any time in the prior two decades.

The mainly inadvertent damage now being done to children tends to arouse in most people compassionate and helpful responses once the facts are brought into focus and understood. But another, more pragmatic response is equally called for. In technically advanced countries, the next few decades will bring further shifts in the age composition of the population, such that a smaller proportion of young workers will have to support a larger proportion of old and very old people. Quite simply, nations will no longer be able to afford the waste of human resources that begins for so many in childhood. In the United States, the current “baby boomlet” can provide a new stimulus to help shape the healthy, competent adults that are needed for the future.

Development of the human infant starts at conception, although the nature and extent of a child’s vulnerability to environmental influences derive in part from factors present before conception: the mother’s age, general health and nutritional status, education, life style and habits, and the socioeconomic circumstances of both father and mother. A combination of low birthweight, malnutrition, and care by a very young, poor, and isolated mother may impair the growth and development of some children by the age of two. A larger group of children reach school far behind their contemporaries on a variety of cognitive and social measures. By the end of the third grade, they will have failed to learn the first steps of reading and mathematics and are at high risk of having serious difficulties later. During adolescence, a significant number of young people will drop out of school, commit a crime, become pregnant, succumb to mental illness, abuse drugs or alcohol, attempt suicide, become disabled, or die from injuries.

While many causes underlie the developmental problems of the young, the most profound and pervasive exacerbating factor is poverty. Poverty does not harm all children, but it does put them at greater developmental risk, through the direct physical consequences of deprivation, the indirect consequences of severe stress on the parent-child relationship, and the overhanging pall of having a depreciated status in the social environment. Almost every form of childhood damage is more prevalent among the poor—from increased infant mortality, gross malnutrition, recurrent and untreated health problems, and child abuse to educational disability, low achievement, early pregnancy, alcohol and drug abuse, and failure to become economically self-sufficient.

Poor children of *any* ethnic group have a higher risk of dying, becoming ill, disabled, or injured than children who are not poor. Health problems occur not only more often but they are more serious among the poor. For example, most children are likely to recover completely from middle-ear infections; poor children are likely to suffer more such infections, to receive no or incomplete treatment, and to suffer permanent hearing loss that can retard learning in school. All children are exposed to some lead in the environment, but the urban poor are exposed to more dangerous levels from old and peeling paint in their apartments and from

motor vehicle exhausts. Four percent of U.S. children have unacceptable levels of lead in their blood. For black children the figure is 12 percent because blacks are overrepresented in urban poor areas. In addition to outright poisoning, excess lead in the system leads to hyperactivity, poor attention span, and learning problems.

While poverty is a powerful exacerbating factor in damage to children and adolescents, adequate income and high social status are no guarantors of healthy development. Alcohol and drug abuse, accidents, suicides, and a host of health problems as well as educational difficulties are plentiful in middle-class and highly privileged populations. The problems addressed here truly affect all our children everywhere. Growing up in the very modern world is in some ways easier but in other ways harder than in the past. So if we really care about the future of humanity, we ought to get these issues higher on the human agenda.

During the past decade, careful inquiry by the biomedical and behavioral sciences has made it possible to learn a lot about ways of preventing damage to children and adolescents worldwide. (Prenatal care, breastfeeding, adequate nutrition, immunization, early education, oral rehydration, antibiotics, community education, and social support networks for health and education are a few important interventions.) Research has made it increasingly possible to document the nature, extent, and consequences of serious problems of children. Other new research, including a number of longitudinal studies, the results of which have recently become available, has helped to clarify the relationship between risk factors and later outcomes. It is possible, therefore, to fashion clear guidelines for preventive action by putting together what we know about risk factors and antecedents with interventions that are proven or plausible. The challenge henceforth is to be sufficiently resourceful and persistent to find ways of putting that knowledge to use and to pursue promising preventive interventions that are on the horizon.

This essay is put forward to stimulate interest in children's problems and to suggest some lines along which modern science, technology, and social organization can move to reduce the casualties. The essay sketches a series of problems in roughly chronological order from conception through early adolescence. It tends to focus especially on two periods of development that involve the most rapid change and growth in the human life span: the prenatal period through the first few years of life, and early adolescence. These are the times of greatest vulnerability but also of plasticity and responsiveness to environmental challenge. By the same token, they are the times of exceptional opportunity for the prevention of casualties—for interventions that are likely to have lifelong impact.

Before and after birth

Prenatal care. Early, high-quality prenatal care for pregnant women is essential for ensuring healthy development in children. The failure to take preventive measures long before a child is born is reflected in infant deaths and in low-birthweight babies. In the past two decades, infant mortality has declined dramatically in the United States, from 24.7 deaths per 1000 births in 1965 to 10.9 in 1983.* The best

*Japan and Finland have rates of 6 per 1000; 14 other countries have rates between 6 and 10 per 1000.

available evidence indicates that Medicaid, particularly through provision of prenatal care, has helped to reduce the rates.

Still, in 1982 almost 40 percent of black women and 20 percent of white women did not receive prenatal care in the first trimester. Among black women under 20 years of age, 54 percent did not receive early prenatal care, and 13.9 percent received care only in the last three months or not at all. The result is a 1983 infant mortality rate of 19.2 per 1000 for blacks, which should be a matter of serious concern to all Americans.

Being born at term and of sufficient weight are basic building blocks of healthy growth and development. In the United States, as elsewhere, low birthweight is a major determinant of infant mortality. Infants weighing 5.5 pounds or less are almost 40 times more likely to die in the first four weeks of life than infants of normal birthweight. Low-birthweight survivors are at increased risk of suffering neurological handicaps and breathing problems, among other difficulties. It appears that low birthweight is a fairly reliable predictor of school failure, especially for babies small for their gestational age.

A study from the Institute of Medicine of the National Academy of Sciences* concluded that the prevention of low birthweight could contribute markedly to the reduction of infant mortality in the United States and more generally to improved child health. Yet, in spite of the fact that good prenatal care can cost as little as \$600 per client and that intensive care for a premature or low-birthweight baby costs about \$1,000 a day, many women clearly do not receive such care. Greater emphasis needs to be placed on identifying and reducing risk factors for women before they become pregnant. Efforts need to be made to increase the accessibility by all pregnant women to early and regular high-quality prenatal care, to enrich its content and endow it with sufficient flexibility to meet the needs of both high- and low-risk women, and to develop a long-term effort to educate the public about ways to reduce low birthweight.

Most organ development takes place in the first eight weeks after conception. This is a time when drugs, alcohol, cigarettes, or other toxic substances can cause irreversible damage to the organs, including the central nervous system. It is also a time when very young women in particular may not know they are pregnant, or they may experience discomfort and nausea that will sometimes be treated with medications dangerous for the child-to-be. The provision of simple, inexpensive means of early detection of pregnancy, together with meaningful education to help prospective mothers maintain adequate nutrition, hydration, and self-care, would go a long way toward preventing some of the worst harms to fetal development.

A recent randomized and controlled clinical trial demonstrated that women who reduce or stop smoking during pregnancy improve the birthweight of their babies.** Pregnant women in the experimental group received information, support, practical guidance, and behavioral strategies to help them stop smoking. As a result, the experimental group had approximately 25 percent fewer low-birthweight babies

**Preventing Low Birthweight*, Institute of Medicine, National Academy of Sciences (National Academy Press), 1985.

**M. Sexton and J.R. Hefel, "A Clinical Trial of Change in Maternal Smoking and Its Effect on Birthweight," *The Journal of the American Medical Association*, Vol. 251, 1984.

(weighing less than 2,500 grams) than would normally be expected in that population. In view of the rising number of women smokers and the promise of smoking interventions, vigorous efforts are in order to enlist practitioners in anti-smoking efforts that become routine part of medical and obstetrical care.

Studies show that nutrition is inadequate in 30 percent of American blacks and in 15 percent of whites. This problem has many ramifications. One suggestive study using an animal model showed that deficiency of zinc and caloric intake by the mother during pregnancy resulted in incompetence of the immune system of the next two generations.* In humans, iron deficiency in pregnancy and early life is common, with more frequent occurrence in lower socioeconomic groups and in migrants and refugees. In developing nations, protein energy malnutrition is the single gravest threat to survival at every stage of development.

Prevention of these problems can be assured through nutritional supplements, primary health care, and education. A new five-year national study evaluating the federal WIC program (supplemental food program for women, infants, and children) in the United States shows that women in the program were more likely than others to get early prenatal care and eat nutritionally adequate diets during pregnancy. Programs of this kind need to be expanded.

Immunization. After birth, the most effective preventive measure for the common infections of childhood and their sometimes disabling complications is immunization. Great progress has been made on this front. Paralytic poliomyelitis, once feared by all and striking in excess of 50,000 children per year in the United States alone, has all but disappeared. Measles is down to a few thousand cases per year. The last major epidemic of German measles, which caused the birth of many handicapped infants, was almost 20 years ago. Diphtheria, whooping cough, and tetanus are under control. Smallpox, through extraordinary international cooperation, has been eradicated worldwide, and vaccination is no longer needed. Chicken pox (varicella) was the last nonpreventable infection to attack most American children. Though usually self-limiting, serious complications such as pneumonia occur in a small percentage of children. A new scientific report documents the successful clinical trial of a chicken pox vaccine.**

Yet sustained attention to immunization is still necessary. True, school-age children, largely because of mandatory immunization for school entry, are almost all fully immunized. But preschool children are not fully vaccinated. Less than half of poor and minority children under age four are fully vaccinated against the preventable infections of childhood. These children provide a susceptible reservoir for an epidemic should the infectious agent be introduced. Many developing countries are a long way from making effective use of existing immunizations.

If ways could be devised to reach all children in the world with the available vaccines, a major step would be taken in preventing damage to children. In addition, current scientific advances in immunology as well as molecular and cellular biology make it clear that additional vaccines will become available in the foresee-

*R.S. Beach, M.E. Gershwin, and L.S. Hurley, "Gestational Zinc Deprivation in Mice: Persistence of Immunodeficiency for Three Generations," *Science*, Vol. 218, 1982.

**R.E. Weikel, B.F. Kuter, B.J. Neff *et al*, "Live Oka/Merck Varicella Vaccine in Healthy Children," *The Journal of the American Medical Association*, Vol. 254, 1985.

able future. To ensure their effective use with children everywhere will be no easy task, but efforts must be made.

Infancy to preschool age

The attachment of infant to mother (or other consistent caregiver) and more broadly to a primary group (usually the immediate family) has long been a biological mechanism for survival in human and other species whose young are born very immature. Through such bonds, an individual develops a sense of personal worth, is able to interact with others in a mutually supportive environment, and forms attachments to others beyond the family that endure through the whole life span. If these bonds are weak or lacking, the child can become easily frustrated and discouraged when confronted with problems. The long-term effects of poor early attachment are not completely understood, but the weight of evidence so far suggests that good later experiences can, to a large extent, overcome poor early experiences. Severe failures of early attachment may cause irreversible damage, however. The adult in the consistent caregiving role thus has formidable responsibilities and needs appreciation, encouragement, and opportunities for learning how to deal with a young child.

During the past 200 years, changes in human society have disrupted the built-in social support networks that characterized the lives of our ancestors for millenia. Our biology and our learned traditions evolved in a world of small face-to-face groups within which people were linked by ties of kinship and lifelong familiarity and were ruled by clear guidelines for behavior. Today, the vast scale and complexity of modern societies, characterized by rapid sociotechnical change, urban crowding, mass migration, and contradictory values, have disrupted the pattern of evolution. Individuals are forced to compete with strangers for scarce and valuable resources; they are confronted with an array of unfamiliar values and behaviors. These circumstances are exceedingly stimulating and a spur to creativity, but they also foster anonymity, impersonality, and harshness in human relationships.

Today, social support networks remain a basic human need, and they continue; but they are jeopardized in many different ways. In the modern world generally—but especially in poor and socially depreciated communities—we have to improvise a great deal to protect and create human attachments that cannot any longer be taken for granted.

Family support programs. Overstressed, very young mothers may have serious difficulty in accepting and caring for their children, particularly in meeting the children's attachment needs in an enduring way. But parenting can be taught to expectant and new mothers, including the relations between attachment and development. Self-help, mutual aid, and other support systems are not widely available from family or social service systems in very poor communities, although there are often relatively strong institutions, such as churches, around which social support networks for children, adolescents, and young parents can be organized. These can provide a conduit for exchange between people and can promote mastery of difficult situations by offering guidance about tasks and strategies for coping,

identifying personal and social resources, and providing feedback about behavior that works in a particular circumstance. They can also provide organized opportunities for intergenerational aid.

During the past decade, there has evolved a variety of interventions to enhance the mother's interactions with her baby. Prominent elements of these interventions are: 1) parent education, 2) infant stimulation, 3) home visitors, 4) nutrition education and supplementation, 5) primary health care for mother and child, 6) links to community services, 7) social support networks for young parents under stress, and 8) sensitivity to cultural differences. Few interventions, of course, encompass all of these components, and differences in substantive emphasis and functional style are plentiful.

One of the distinctive forms of family support is home visitor programs. Home visitors, often indigenous to the community they serve, engage the young child and the mother in organized activities appropriate to the child's phase of development. Other kinds of home visitor programs tend to be useful with families whose members for a variety of reasons are at greater than average risk of having health problems. A review of the home visiting literature shows that these programs can increase a family's use of preventive services; decrease child abuse, neglect, and injuries; decrease hospitalizations for neonatal intensive care; and improve the development of children, the health habits of family members, and parenting skills.

Another approach to helping families is parent-child centers. Located in poor communities, they serve disadvantaged infants and their parents. Their main thrust is to teach young mothers how to become effective teachers of their own children and to develop mutually beneficial mother-child relationships. A third is child and family resource programs. These provide families with children from infancy to school age a range of health and education services and counseling, both at home and at a center, depending on the need at hand.

Family resource programs strive to meet certain basic needs in ways that fit particular circumstances. They variously provide information to parents on child development, activities to foster stimulating and mutually gratifying parent-child interaction, and opportunities for parents to explore their concerns, get help in handling their infants or young children, and build coping skills. They also connect the parents with community resources that can open up opportunities for employment or training as well as provide health care, food, shelter, and clothing.

The outcomes of interventions so complex and sensitive as these are difficult to evaluate because there are so many variables having to do with the quality of the program and its leadership, the adequacy of funding, and the time frame in which the results are studied. Research in this field has not been sufficiently supported nor sufficiently rewarded in fundamental respects. Nevertheless, the research that is available suggests that these approaches can be effective in preventing serious damage to highly vulnerable children. Future research must deal with program content and specific characterizations of successful and unsuccessful programs.

Preschool education and child care. Early education and child-care programs have profound potential for ameliorating a variety of later academic, health, and social problems experienced by children. Adequate child care also enables teenage mothers

to complete their education and provides relief to parents under intense stress who might otherwise abuse their children. High-quality early education and child-care settings can become important sites for discussion about childhood injuries as well as places where language instruction or development of quantitative skills in disadvantaged youngsters can be fostered.

When Head Start began almost two decades ago in the United States, a number of research projects were initiated to test the basic assumptions of the program. Would early education indeed make a difference in the lives of children, the family, and the community? If so, how long would such effects last? What areas of growth would they affect? Today, when we as a nation must decide on priorities in public expenditures, these carefully conducted research projects have provided valuable empirical evidence to guide us in setting policy.

The Consortium for Longitudinal Studies is a group of 12 investigators who, in 1976, pooled the data from their research projects and collaborated in conducting follow-up studies. The results provide strong evidence that early childhood programs can make a positive difference in the academic performance and life chances of poor children. A particularly important piece of dependable information on the long-term effects of preschool education comes from one member of the Consortium, the High/Scope Educational Research Foundation of Ypsilanti, Michigan, which has followed the progress through two decades of a group of children who were born poor and black and apparently destined for school failure and a bleak future. Of the 123 families in the study, 50 percent received welfare assistance; 47 percent were headed by single parents; only 21 percent of the mothers and 11 percent of the fathers had graduated from high school.

About half the children of these families were randomly selected to serve as an experimental group and attend the Perry preschool program; the other half did not attend preschool. (This division was necessary to discover real differences between the groups that would show the short- and long-term effects of high-quality early childhood education.)

At the time of the latest follow-up study, the children were 19 years old. The results indicate that early education can positively and permanently alter the life course of the participating children in a number of major areas. Those from the experimental group tended to perform better academically in elementary school, to be less likely to be classified as needing special education, to have higher rates of high school completion and college attendance, and to have lower pregnancy and crime rates than comparable students who were not in a preschool program.

There is additional evidence from other studies indicating that preschools provide the setting for early intervention needed to ensure good health throughout childhood and into adulthood. Many programs offer children developmental screening and inoculation against disease.

This convergence of evidence from the Consortium of Longitudinal Studies, High/Scope, and other studies, including some Head Start evaluations, is highly significant. Substantial benefits to society at large are reduced crime and delinquency, improved productivity of the labor force, reduced welfare dependency, and better health status of the population. The issue now is how to make such child care and early education more widely available. This can be done in a variety

of ways, for example, through expansion of the Head Start program, through inclusion of educational curricula in child-care settings, through school systems making preschool education available, or through parent-support programs. Also of help would be communication of the research findings and dissemination of information about model programs to pediatricians, state and federal legislators, senior school and city officials, business and church leaders, the media, and those who train teachers, social workers, and other professionals who work with children. A single national approach is unlikely. Whatever emerges will vary considerably from place to place in content, administrative structure, and financing.

Overall, a powerful stimulus for high-quality early education and child care is the revolution in the work place. Most women now work in both the home and the labor force. So such services are needed not just by poor women but by almost all families.

Injury prevention. It is not widely appreciated that the major health hazards for American children no longer stem from disease but from injuries—both accidental and intentional. Injuries account for half of all deaths in children and are a major and increasing source of long-term disability and illness among children and adolescents. The death rate from accidental injury is twice as high for blacks as for whites and twice as high for preschool children as for children of school age. The major unintentional injuries include falls, burns, poisonings, and motor vehicle accidents.

Intentional injuries, or child abuse, particularly sexual abuse of young children, have received wider publicity in recent years. Annually, at least 60,000 serious injuries and 2,000 deaths among children are thought to be caused by abuse.

Neither intentional nor unintentional injuries have been given high priority by the scientific, educational, or health communities, although the health-care system has the primary responsibility for dealing with the results. In the case of unintentional injuries, this may be because the fatalistic implications of the term “accident” obscure the fact that most of these tragic events are preventable—by educating parents, caretakers, health professionals, and children and by using environmental controls such as infant car seats and seat belts.

In the case of abuse, we do know that certain factors appear consistently important in the incidence of child maltreatment. A high level of stress among parents or parent surrogates, including the stress of unemployment, may precipitate abusive behavior. Some abusing parents have themselves been abused as children, and they tend to respond minimally to their children’s positive behavior and maximally to their negative behavior. Social isolation and a general tendency toward aggressiveness in human relations are also associated with abuse. We know that children at risk of being maltreated somehow do not mesh with their parents’ temperaments or expectations. Such children are “different,” difficult to take care of, or exhibit behavior that parents interpret as accusatory. Premature, handicapped, or colicky infants and children who are not toilet trained by what the parent considers to be the appropriate age are targets of abuse.

Although abuse conjures up images of bruises, fractures, and malnutrition, the long-term damage is social and emotional. Maltreated infants and young children, when compared to normal children of the same social group, have less secure

attachments to their primary caregiver, are less cognitively mature, tend to be fearful about developing relationships with new adults, and are less likely than others to explore and master their environments. Later in life, they can suffer psychological or sexual problems. Violent behavior toward the next generation is common.

Despite the limitations of the research base, prevention efforts have had to proceed because many states have been overwhelmed by the number and intensity of reported cases of abuse. These efforts have tended to take the form of parent education about child development and parenting behavior, counseling, parent self-help support groups, crisis centers and protective day care, and home visitor programs. There also have been some attempts to promote stronger early attachment to infants by mothers at high risk of abusing their children.

The complexity of causes of child maltreatment means that there is likely to be more than one way to intervene, but few prevention programs have been evaluated to see what kinds of efforts are effective for various family situations. Some kinds of home visitor programs and parent education programs appear to have beneficial effects on abusive families.

Adolescence: A time of drastic transition

Adolescence is, needless to say, a critical period of development. One is no longer a child, nor is one yet an adult. It is during adolescence that people adopt self-damaging behavior patterns that can sometimes shorten life. These behaviors of adolescence include poor health practices (lack of nutrition, exercise, hygiene); alienation from school; unprotected and early sexual intercourse; use of tobacco, alcohol, and illicit drugs; reckless driving; delinquency; and assaultive behaviors. Their consequences can include school leaving, early pregnancy and childbirth or abortion, sexually transmitted diseases, injury to self or others, imprisonment, and death.

Until the last few years, the age group 15 to 24 was the only one in the United States with a higher death rate than pertained 20 years before. In 1960, the mortality rate for this age group was 106 deaths per 100,000; by 1969, it had risen to 129 deaths per 100,000 — higher than for any other developed nation. Although the trend reversed in the 1970s, declining to 96 per 100,000 nationally in 1983, it was still 154 per 100,000 for black males.

As recently as 20 years ago, there was inadequate recognition that early adolescence — the period from age 10 to 15 — is a distinctive and highly stressful phase. The linkage of such stress to alcohol and other drug use, smoking, unprotected sexuality, and the dangerous use of weapons has only recently gained adequate attention in the scientific and medical communities. Thus, one of the neglected opportunities in disease prevention has been exploration of how to reach large numbers of adolescents with preventive techniques. Promising leads exist now, useful practices can be identified, and responsible innovations can be systematically assessed.

Some risk factors and antecedents of highly dangerous behaviors, such as low self-esteem, poverty, social depreciation, low expectations and achievement, neg-

ative peer pressure, and tenuous human relations, are related to long-term emotional deprivation. These factors can be counteracted to some extent through interventions of established value, including peer counseling and tutoring, teaching of decision-making skills, family planning, and health services without financial or access obstacles. Much more work needs to be done on ways to improve all of these interventions, on designing strategies for prevention, and on helping schools better meet students' needs.

Prevention of alcohol and drug abuse. Many adolescents experiment with alcohol and drugs (including cigarettes) in an attempt to work through the usual difficulties of that period, such as forming a personal identity independent of parents as a badge of status, as a password to relate better with their peers, as a way to attract the opposite sex, or even as self-medication for distress. Measures to discourage adoption of these health-damaging behaviors and promote acquisition of more healthful ones could markedly reduce mortality and morbidity in this age group and prevent chronic illness in later life.

Alcohol and drug abuse among adolescents and young adults promotes other risk-taking actions. Accidents, homicides, and suicides, which account for about three-fourths of all deaths in this age group, are related to alcohol and drug abuse. High-risk use of vehicles in conjunction with drug intake is a major problem. Similarly, alcohol has been identified as a contributing factor in more than 50 percent of homicides, and other drug abuse is also involved. Reduction in vehicular deaths may have been assisted by grassroots movements such as Mothers Against Drunk Driving and Students Against Driving Drunk. Raising the drinking age to 21 in many states may also have helped. Nonetheless, such deaths are still occurring in large numbers.

Children of alcoholics and drug abusers are particularly vulnerable to mental health problems and to substance abuse. Early signs of trouble, such as absenteeism, can be detected by schools and followed by referral to support groups.

Primary prevention during adolescence is a promising approach to decreasing later alcohol problems. The focus of such efforts ranges from a narrow one on alcohol education, through intermediate programs that foster adolescent mental health, to much wider ones that address adolescent health promotion comprehensively. Although such programs have been criticized as naive or overly ambitious, they have been well accepted by communities where they have been implemented.

Modestly encouraging declines in teenage drug and cigarette use have occurred in the United States in the last five years, but now, unfortunately, use has leveled off at high rates. Twenty percent of high school seniors smoke cigarettes daily; 45 percent of boys and 28 percent of girls admit to having more than five drinks in a row at some time in the two weeks prior to being surveyed.

Especially alarming is the fact that cocaine, one of the most dependence-producing substances known, is now commonly used among adolescents, coming close behind marijuana and amphetamines.

Drug enforcement approaches have obviously not been effective. Prevention through education for health must be actively explored. Approaching the cluster of high-risk behaviors of adolescence in the context of protecting one's own health may offer new insights into prevention, particularly for disadvantaged youth.

Numerous anti-smoking programs have been implemented in junior and senior high schools in an attempt to dissuade adolescents from starting to smoke. Traditionally, these programs have employed a wide range of techniques, including lectures, discussions, posters, and films—all aimed at increasing students' awareness of the harmful effects of cigarette smoking. Although some of these programs have led to positive changes in knowledge and attitudes, most have shown little effect on students' smoking behavior.

Smoking programs that dwell upon negative long-term health effects may miss the mark. Most adolescents believe the traditional health education message that smoking is dangerous to their physical health. Yet the dangers seem very far away and in any case may not apply to them. Sources of social influence (i.e., peers, siblings, parents, and media) may exert considerable—even if inadvertent—pressure on adolescents to begin smoking. Short-term considerations are therefore crucial.

Smoking prevention* programs designed to help adolescents grasp the short-term costs as well as long-term risks—and resist social pressures to smoke from peers, media, and adult models—have shown promising results. Some studies have found interesting side effects of the applications of such social-inoculation training to the prevention of smoking among seventh graders. They have reported reductions not only in smoking but also in marijuana and alcohol use.

School and community education. The influence of schools on young people's psychosocial development and the potential of the educational system to foster good health habits are now widely recognized. A high proportion of children's waking hours are spent at school; their experiences with other groups of children, supervised by adults who serve as role models, are major influences on their lives. Schools in turn must cope with the actual physical and mental condition of their students. A drunken student will not learn much. As a practical necessity, therefore, innovations are being undertaken in schools to improve the teaching of human biology, behavior relevant to health, and preventive health care. An interesting innovation of the past few years is the emergence of comprehensive school clinics for adolescent health. Early evidence from a few clinics suggests that they can affect rates of adolescent pregnancy and drug and alcohol use. To fulfill the promise of these interventions, schools will need sustained help from other sectors of society—the health professions, the business community, the universities.

The potential role of community education in the prevention of drug and alcohol abuse among the young is also worth intensive research and innovation. Efforts to make community-wide changes in life-style have been best studied in California and North Karelia, Finland, in the area of cardiovascular disease prevention among adults.** The focus has been on ways to decrease smoking and high fat intake while increasing physical activity and controlling hypertension. In these and other projects currently under way, community organizations as well as mass media have

*For example, M.J. Telch, J.D. Killen, C.L. Perry, and N. Maccoby, "Long-term Follow-up of a Pilot Project on Smoking Prevention with Adolescents," *Journal of Behavioral Medicine*, Vol. 5, 1982.

**J.W. Farquhar, S.P. Fortmann, N. Maccoby *et al*, "The Stanford Five-City Project: An Overview," and P. Puska, "Community-based Prevention of Cardiovascular Disease: The North Karelia Project," in *Behavioral Health: A Handbook for Health Enhancement and Disease Prevention*, J.D. Matarazzo *et al*, eds. (John Wiley & Sons), 1984.

played a major role. Some key elements of health promotion that have emerged from the California study carried out by Stanford University researchers are:

- 1) Leadership within the scientific community and medical profession is essential to provide the public with credible, factual information, much of it derived from biomedical research.
- 2) Reinforcement of community health-promotion activities is required. Groups and institutions such as churches, voluntary organizations, professional societies, business organizations, labor unions, schools, and colleges and universities can be linked together for purposes of health promotion.
- 3) Families and friendship groups can usefully be enlisted to provide mutual support to change behavior for health.
- 4) Reliable and pertinent facts relating to health promotion are essential for credibility with health professionals and ultimately with the general public.
- 5) Both near- and long-term consequences of unhealthful behavior and of proposed changes in behavior need to be clarified in ways that are intelligible and personally meaningful.
- 6) Appropriate channels of communication to vulnerable groups need to be identified, opened, and maintained.
- 7) Active intervention is required to give adolescents the information and the skills they need to cope with pressures to adopt health-damaging behaviors.
- 8) It is essential to identify and make use of approaches to prevention that are sensitive to cultural differences and to the developmental stage of a young person.

With lessons learned from the community studies of adults as a starting point, the Stanford researchers are now studying preventive interventions in four groups of tenth-grade students in California, using the school as the community. An educational program based on social learning theory has the intent of reducing behaviors that increase the risk of cardiovascular disease. These include poor nutrition, low physical activity, tobacco use, and dysfunctional stress. Adolescents are provided with: 1) information on the costs and benefits of different health practices so that the adoption of healthy life-styles is perceived to be attractive, 2) cognitive and behavioral skills enabling them to make changes both in their own behaviors and in the environmental context providing support for their behaviors, 3) skills for resisting influences to return to old habits, and 4) practice in using new skills in order to strengthen their competence in health-relevant matters.

Such research might provide valuable insights into effective prevention of other unhealthful behaviors such as unprotected sexual activity.

Much depends on young people themselves. After all, learning for survival has been a cardinal feature of human adaptation for millions of years — including learning from near-fatal mistakes. Surely, contemporary adolescents have not lost the basic human capacity to learn for survival. What is needed is a special set of adaptations to teach today's adolescents survival-relevant skills in a way that is salient to them, intelligible, and useful in their daily lives.

Prevention of school-age pregnancy. Special attention needs to be paid by the scientific community to early and unprotected sexual activity. Although the problem

is usually discussed as one of “teenage” pregnancy, the consequences of pregnancy for someone still in junior high school are very different from the consequences for an 18 or 19 year old. Early adolescent childbearing is usually tragic—for the mother, for the child, and for society. Very young mothers, who are themselves not physiologically mature, are susceptible to pregnancy complications. They are also far more likely than mature women to have premature or low-birthweight babies, who, as noted earlier, account for a substantial proportion of infant deaths and suffer a host of childhood illnesses, birth injuries, and neurological defects, including mental retardation.

Early adolescent motherhood also has far-reaching educational and economic consequences, since 70 to 90 percent of the mothers drop out of school, significantly worsening their life chances and those of their children in every respect. Their lack of skills often means they must spend a lifetime at the bottom of the economic ladder. Children of young mothers, often isolated in single-parent households, not only have more health problems than do children of mature mothers but are also more likely to suffer poor nutrition, understimulation, parental rejection, and even abuse.

Growing public awareness of the problem of adolescent pregnancy and new knowledge about its consequences have recently led to a range of model programs to prevent or delay a repeat pregnancy and provide childrearing supports. These programs have focused on getting pregnant girls into prenatal care early, but some have also provided postnatal health care, parenting programs, social support, employment training coupled with child care, and family planning.

Clearly, solutions to the problems of school-age pregnancy are not simple or single-faceted. While some people think that the main hope for prevention lies in the extension of sex education and the expansion of family-planning services, others think that these approaches, while necessary, take inadequate account of the social context and motivations of young adolescents. Serious efforts to prevent adolescent pregnancy probably need to employ multiple strategies.

The intervention strategies deserving serious attention include the following: 1) family life and human biology education, 2) constructive peer influences, 3) working with young males, 4) enhancing the capabilities of young parents, 5) strengthening the outreach of community organizations and institutions (e.g., churches) in this area, 6) constructing alternative life options, 7) making contraception more effective, 8) promoting educative and health-promoting roles for the media, and 9) comprehensive school health clinics paying special attention to this problem.

Reducing attrition and improving achievement in the junior high schools. In contrast to preschool education, which has a strong research tradition, a wealth of experimental models, and some models that have been demonstrated to be effective, the junior high school level is relatively neglected in all these respects. The middle-school years are a difficult period since they encompass the great physical, intellectual, social, and emotional changes of early adolescence. Bodily changes, new intellectual tasks, a school that is very different from elementary school, students’ nascent sense of their own future, and the pressures for experimentation with sex, drugs, and risk-taking behavior of all kinds, together create considerable stress for

most students, but particularly for poor or minority students. Altogether, these early adolescent years constitute a battle zone for education.

Although the achievement scores of black students are rising nationally in the elementary grades, that progress dwindles in the late elementary and junior high school years when the main task changes from mastering the mechanics of reading, writing, and arithmetic to using these skills to solve problems. The length of time it takes to acquire true academic proficiency in a second language means that language-minority students are often far behind by junior high school. By the end of junior high school, many black and Hispanic students are performing poorly and are tracked into lower-level courses, or they have dropped out.

It is important to stimulate new approaches to problems of attrition and achievement in the early adolescent age group, particularly in the urban junior high schools. One vital line of work deals with dropout prevention. Although high dropout rates have been accepted as the norm by school systems for a long time, they now approach 50 percent in major cities. Unfortunately, reforms in high school graduation standards could lead to increasing numbers of dropouts unless concomitant steps are taken to strengthen the capability of vulnerable students.

A variety of dropout prevention and remediation approaches deserves careful scrutiny: peer tutoring models; summer programs for disadvantaged students and slow learners; alternative schools; computer-based remedial education; youth employment and training programs; projects linking school and work in the community; and Cities in Schools (a program that coordinates education and social services for each at-risk student). School, youth employment, and community agencies in a number of communities have developed innovative programs to prevent dropout. Systematic research on these interventions is badly needed and could be very useful in guiding improvements.

Most programs concerned with dropouts begin too late. They are offered either after the student has dropped out of school or in the senior high school years. The common characteristics of a dropout-prone student such as low socioeconomic status, weak academic skills, low self-esteem, a tendency toward tenuous human relationships, and a fatalistic outlook may often be observed as early as the third grade. Self-esteem tends to fall dramatically among minority students upon entry into junior high school. Current innovations are therefore turning to interventions in elementary school.

The dropout problem clearly involves difficulties that reach far beyond the schools, and major improvements will probably not come without contributions from other sectors of the society. Still, there is a lot the schools can do to monitor the problem, remedy educational practices that push students out, hire more well-qualified minority teachers, foster innovative dropout prevention efforts, and collaborate with community organizations and business entities that can provide a climate of encouragement and positive expectations for vulnerable students.

Although programs that provide high-quality services to identifiably high-risk youth can retain many students in school, ultimately the best dropout prevention is schools that are more effective with students across the board. Toward that end, there is an urgent need to determine the essential elements of effective junior high schools.

Concluding comment

In health, education, and the social environment, we humans have been doing a lot of damage to our children — inadvertently for the most part and with great regret, but serious damage nonetheless. Yet there is much reason for hope. Even in the face of profound resource constraints, some poor communities in technically advanced countries and indeed entire developing nations have shown that it is possible to diminish the casualties of early life. If this is so even under conditions of extreme poverty, similar achievements are surely possible on a much wider scale than have been achieved thus far.

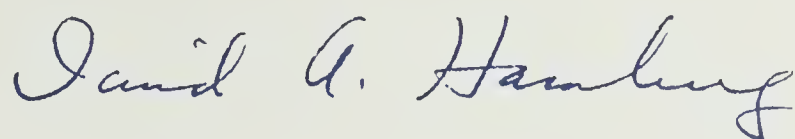
It is plausible that our prodigious capacities for technical innovation and social organization could greatly diminish the worst consequences of human impoverishment in the decades immediately ahead. What would it take? While this complex subject is beyond the scope of the present essay, a brief synthesis of workable ideas is in order here. Research and experience in many parts of the world suggest several basic requirements for the emergence from poverty. All are technically feasible and well within human capacities, even though putting the ingredients together in a way that permits fulfillment of these capacities is an exceedingly difficult task. Very briefly stated, these are:

- 1) *Adequate health.* This is not a counsel of perfection or immortality. It refers to conditions under which most members of a population have the vigor to carry on those functions generally recognized as centrally human.
- 2) *Education for crucial skills.* While education must be valued deeply for its own sake in every conceivable sphere of human inquiry, emphasized here are those skills that are most salient for survival and well-being in a particular setting and most likely to earn income and respect—not only cognitive and technical skills but interpersonal and organizational skills as well.
- 3) *Mutual support.* It is doubtful whether we can achieve good health and crucial skills, let alone a zest for living, without dependable social support networks — family, friends, reference groups, community — with all their immense cultural variability. Whatever their cultural forms, such support networks tend to provide mutual aid in the face of the inevitable stresses of living, to facilitate health and education, and to provide opportunities for individuals.
- 4) *A structure of opportunity.* Given the biological variability among individuals in every human group, there will be a diversity of aptitudes and talents among children — and a lot of potential in every group. For these latent qualities to come to fulfillment, open paths are needed. Life chances can be enhanced by an intact family — up to a point. But a larger structure of opportunity is also necessary, not only a mutually supportive network in the community of origin, but also in the larger society — protected by law. The child, and especially the emerging young adult, needs a social context in which individual capabilities can be brought to bear on real-world circumstances. Otherwise, healthy child development, despite all its intrinsic merits, will accelerate the person into a brick wall.

This essay has sketched a number of measures that can be taken to prevent the casualties of early life. There are many others. Some interventions are well docu-

mented. Others are promising in light of carefully assessed experience, even though the research is too limited for definitive answers. We can face these serious problems without fear by deepening our understanding of human development, by fostering science-based education of the public, and by strengthening the scientific commitment to these problems over a wide spectrum of approaches.

Great institutions of modern society—especially those concerned with science, health, and education—thus have an extraordinary opportunity to provide intellectual and technical leadership in innovative and humane ways to help people everywhere in their quest for healthy development.

A handwritten signature in dark ink, reading "David A. Hamburg". The script is fluid and cursive, with the first letters of each name being capitalized and prominent.

President

REPORT ON PROGRAM



LIST OF GRANTS AND APPROPRIATIONS

During the year ended September 30, 1985, the trustees approved 168 grants and appropriations, amounting to a total of \$26,391,892. There were 166 grants, including 41 to schools, colleges, and universities and 125 to other organizations. Appropriations were also made for projects administered by the officers.

The charter of the Corporation provides that all funds are to be used to promote "the advancement and diffusion of knowledge and understanding." Grants must be broadly educational in nature, but they need not be limited to the formal educational system or to educational institutions. The foundation makes it a policy to select a few areas in which to concentrate its grants over a period of years.

The Corporation operates grant programs in four broad areas. The first is education: science, technology, and the economy. The second is toward healthy child development: the prevention of damage to children. The third is strengthening human resources in developing countries. The fourth is the avoidance of nuclear war. Grants that do not fit easily into these categories are listed in special projects. The following pages describe the major grants made during the year. Grants of \$25,000 or less are listed at the end of each subcategory, with a brief statement of purpose.

The foundation does not operate scholarship, fellowship, or travel grant programs. It does not make grants for basic operating expenses, endowments, or facilities of educational or human service institutions.

There is no formal procedure for submitting a proposal. All that is necessary for preliminary consideration is a statement describing the aims and methods of the project, the personnel involved, and the amount of financial support required. The officers review all proposals in light of their knowledge of the field and in relation to the Corporation's current priorities. They ask for supplementary information or a meeting when either would be helpful in making a judgment. The endorsement of the administrative head of an institution need not be sent with the initial proposal but will be requested before a favorable recommendation is made to the Corporation's trustees.

EDUCATION: SCIENCE, TECHNOLOGY, AND THE ECONOMY

The program in education: science, technology, and the economy builds on the Corporation's long-term interests in the education of school-age children, college students, and adults and in access to high-quality education on the part of minority-group members and women. The aim is to help *all* Americans, but especially young people, deal constructively with the scientific and technological transformations under way in American life.

The program has three areas of concentration. The first is the improvement of education in science, mathematics, and technology at the precollege level through more effective uses of new technologies, including computers and video cassettes and disks; linkage of the science-rich sectors such as industry, universities, and government laboratories with the schools, particularly those in disadvantaged communities; and curriculum development. The foundation is also supporting television programming and science reporting efforts to improve science education among all age groups.

The second major emphasis is on improving the access of minority-group members and girls to high-quality education in science, mathematics, and technology. There is a danger that a national preoccupation with science education will result in widening the distance in achievement between advantaged and disadvantaged students. If women and minorities are to be part of the economic mainstream, they will require greater sophistication in mathematics and science. Even for people in jobs not requiring technical training, knowledge of the role of science and technology will be important. The Corporation is therefore supporting new instructional approaches for these target groups that will encourage them to study mathematics and science in secondary school and to consider careers in scientific fields. It is also supporting projects that alert policymakers, educators, and community representatives to the importance of strong educational programs in mathematics and science for minorities and girls.

The third area of concentration is examination of the impact of science and technology on the economy and of ways in which the society can prepare for change, especially through educational reform. Toward this end, the Corporation has established the Carnegie Forum on Education and the Economy. The Forum, which is expected to have a ten-year life, will explore the relationship between education and the performance of the American economy, in both the domestic and the international contexts, and consider the requirements for improving education in that light. The Forum is establishing working groups to focus on specific problems, such as the preparation of teachers, and will hold annual forums involving leaders from many sectors of American society as a means of placing the facts and policy choices before the American public.

American Association for the Advancement of Science	\$923,200
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Despite the pace at which science is advancing and the need for citizens to understand science if they are to function in the modern world, the content of science education has not undergone fundamental reexamination in many years. The American Association for the Advancement of Science has undertaken "Project 2061" (so-called because children born in 1986, when Halley's Comet will be nearest the earth, will live to see the return of Halley's Comet in the year 2061) in order to reformulate precollegiate education in science, mathematics, and technology. In the first phase of the three-phase Project, working panels will define the knowledge that all persons living in an age of science and technology will need in five areas: the biological and health sciences; the physical and engineering sciences; the social and behavioral sciences; technology; and applied mathematics. A National Council for Science and Technology Education, composed of 24 individuals with backgrounds in science and engineering, business and industry, government, and education, has been established to guide the Project. The final product of Project 2061's first phase will be a report that contains an integrated statement of the essential knowledge that cuts across all fields, separate chapters on the conclusions of each of the five panels, and a set of principles for future efforts to determine fundamental course content for all students. This two-year grant is covering one-half of the budget for the first phase.

Carnegie-Mellon University	\$552,000
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Computer-assisted instruction in mathematics has consisted mainly of drill and practice. However, the development of artificial intelligence software (programming embedded in its instructional system that has expert knowledge about the subject matter and about learning styles) will make it possible for computers to teach a student rather than simply point out his or her errors. John Anderson, professor of psychology and computer science at Carnegie-Mellon University, and his postdoctoral research associate, Frank Boyle, are developing an "intelligent" geometry tutor using the work by John Seeley Brown at the Xerox Corporation's Palo Alto Research Division on the nature of student errors. The tutor, which complements a year-long geometry course, is being tested in a Pittsburgh public school in order to refine it as an effective system for high school education. Assisted by a mathematics education advisory committee and consultants, Anderson and Boyle will evaluate the tutor, revise it in response to their findings, and adapt it to a powerful new computer system that should be generally available in the fall of 1987. This grant is supporting their work for two and one-half years.

University of California, Berkeley	\$295,000
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Over the past 16 years, the Lawrence Hall of Science, a research unit and public science center on the Berkeley campus of the University of California, has been

developing innovative programs in precollege science and mathematics. In response to the national need for effective science and mathematics teaching materials, the Hall undertook the Science Literacy Materials and Training Project in December 1983. The Project will result in a series of attractive, inexpensive booklets entitled "Great Explorations in Mathematics and Science" (GEMS), describing over 150 of the most successful, unpublished science exhibits, classes, and presentations developed by the Lawrence Hall. Most of the 40 GEMS booklets will be designed for use in schools, where the GEMS materials can be integrated into the existing curriculum without major expense. A grant from the Andrew W. Mellon Foundation enabled Lawrence Hall staff to produce the first 18 booklets. The Corporation's two-year grant is supporting the final 22 publications.

North Carolina School of Science and Mathematics

\$221,500

Fourth-year mathematics has traditionally prepared high school students to proceed to a college-level calculus course. However, with the introduction of computer technology into math-based fields and professions, the value of calculus has declined, and statistics, algorithmics, and finite mathematics have emerged as more important prerequisites to modern careers. To update the fourth-year mathematics curriculum, the North Carolina School of Science and Mathematics over the past five years has developed selected new units on computer-related mathematics. The Corporation is providing two-year support to enable the School to prepare a course syllabus and teaching materials, create sample problems for each unit in the syllabus, and test them in the classroom. Upon completion of the course package, "Introduction to Modern College Mathematics," the North Carolina School will implement it and begin to distribute it through the state's eight regional science and mathematics centers.

Children's Television Workshop

\$1,000,000

The Children's Television Workshop (CTW) is developing a new daily public television series to teach mathematics and problem solving to eight- to twelve-year old children and to motivate them to learn and use mathematics in and out of school. Ancillary goals of the series are to develop students' problem formulation skills and to supplement instruction on the arithmetic of algorithms, ratios and proportions, and mathematical symbols. CTW received a previous Corporation grant for planning the series. This grant, along with funding from the National Science Foundation, Corporation for Public Broadcasting, Andrew W. Mellon Foundation, and IBM Corporation, is contributing toward the testing, production, and distribution of the programs, which are scheduled to start broadcast in the fall of 1986.

Public Broadcasting Associates

\$250,000

Programs on science and technology are popular on public television. Few, however, deal specifically with the nature of the evidence that leads to scientific

conclusions. In an effort to help viewers better understand how science works, Public Broadcasting Associates, which creates new public television programs in the arts, sciences, and humanities, is using this three-year grant to produce *The Ring of Truth*, a series that examines the process of scientific investigation and explores the nature of scientific evidence. Philip Morrison, a theoretical physicist and Institute Professor at the Massachusetts Institute of Technology, will write and host the series and prepare a popular book that closely follows the series' outline. *The Ring of Truth* is expected to be ready for broadcast in the fall of 1987.

University of Florida

\$184,200

Last year a Corporation grant enabled Mary Budd Rowe, professor of education at the University of Florida, to investigate the availability and quality of the pre-college science curricular materials developed with National Science Foundation support over the past 15 years. Concluding that at least 80 percent of the material is still current in content and approach, Rowe is using this one-year grant to design and produce a prototype archival interactive videodisc system for such elementary school science materials and to evaluate its potential as a vehicle for disseminating the materials. The system will permit users to identify and review materials suitable to their specific needs without specialized assistance and will provide information about how to obtain the materials selected. A group of consultants will assist Rowe in the selection of materials to be included on the videodisc, write some of the scripts, and react to preview materials. The videodisc will be field-tested in five school districts.

American Society of Zoologists

\$121,600

In an attempt to improve instruction in biology at the high school and college levels, the American Society of Zoologists and nine other professional associations developed a symposium series called "Science as a Way of Knowing." Held in conjunction with the Society's annual meeting, each symposium covers a different biological topic, enabling participating scientists and educators to discuss the information and concepts that would be included in introductory college biology courses and make suggestions for more effective coverage of the subject for first-year college students. The Corporation's three-year grant is supporting the next three symposia, which will cover topics such as human ecology, genetics, and developmental biology. Presentations made at the symposia are expected to be published in the *American Zoologist*, the Society's quarterly journal.

Discretionary Grants

American Association for the Advancement of Science, toward planning an assessment and reformulation of the content of education in science, mathematics, and technology

\$25,000

<i>Rio Grande Institute</i> , toward a workshop on the design of an institute for research and graduate-level education in the sciences	\$25,000
<i>Bank Street College of Education</i> , for a project on the uses of tool software in schools	\$21,500

Encouraging minorities in mathematics and science

American Association for the Advancement of Science	\$700,000
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The Office of Opportunities in Science of the American Association for the Advancement of Science was established in 1973 to design programs to advance the education, employment, and status of minorities, women, and the disabled in the fields of science and technology. The Office is using this three-year award to undertake a major program that will connect the scientific community with community-based organizations and local affiliates of national organizations that serve large numbers of these disadvantaged individuals. Advocacy and service groups will be provided with a range of models that have proven effective in promoting equity in science and math education. These models will include advocacy, data collection, and program assessment as well as direct intervention with students, teachers, counselors, and parents. Shirley Malcom, head of the Office, and her staff will offer assistance to groups that want to explore, adapt, or adopt these model programs. They plan to document their experience of these organizations for publication. A portion of this three-year grant will also enable the Office to expand a number of its current projects and undertake new ones that support the aims of the program.

Southeastern Consortium for Minorities in Engineering	\$392,300
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The Southeastern Consortium for Minorities in Engineering (SECME) was founded in 1976 by five engineering colleges. Its precollege engineering program, which brings corporations and higher education institutions together with public school systems, prepares and motivates both minority and non-minority students enrolled in predominantly minority schools for careers in engineering, science, and mathematics. Students between the sixth and eighth grades are identified as candidates and provided with counseling and college placement, interdisciplinary curricular enrichment, and activities to introduce them to engineering and technical fields. During its first four years of operation, SECME was supported primarily by a grant from the Alfred P. Sloan Foundation. It has received support from over 60 corporations. During the next three years, the Corporation's grant will enable SECME, which is directed by Carolyn Chesnutt, to add seven sites to its program that will include up to five school systems in each of seven southeastern cities or rural areas with large minority populations. SECME will hire field staff, which will work out of a cooperating university and facilitate the development of the program in that geographic area.

Council of Chief State School Officers

\$293,400

The Resource Center on Educational Equity (previously known as the Resource Center on Sex Equity) of the Council of Chief State School Officers (CCSSO) provides assistance to state education agencies in developing policies and activities to assure educational equity for female, minority-group, and handicapped students. In 1983, a Corporation grant enabled the Center to begin activities concerned with math and science education and with adolescent pregnancy. The Center subsequently held a three-day leadership institute for teams of education policy-makers and practitioners from ten states to discuss ways of increasing minority and female participation and achievement in math and science education programs and to encourage the development of state plans and follow-up activities that could be implemented by the teams. This new grant will permit the Center to hold institutes over the next two years in three regions: the South, the West, and the northern Midwest. CCSSO staff will prepare for the institutes and, later, produce a special report on models for promoting excellence and equity in math and science education and two issues of *Concerns*, the Center's newsletter that will report on the program.

Native American Science Education Association

\$93,100

The Native American Science Education Association (NASEA) was created in 1982 to address barriers to native American participation in science and mathematics. Its activities have been built on National Science Foundation-sponsored local assessment conferences, which have fostered exchanges among schools, parents, tribal leaders, and educators on these issues. The organization concentrates on strengthening math and science in schools serving native Americans and on lowering the attrition of native American students seeking degrees in science and engineering. This Corporation grant enabled NASEA to hold a conference in the Southwest with participation from more than 20 schools and area colleges and universities to discuss approaches to math and science instruction that have the potential of being effective with native American students. A portion of the grant is paying for evaluation consultants. A complementary grant from the National Science Foundation is enabling NASEA to provide a program of follow-up math and science workshops.

Intercultural Development Research Association

\$85,900

Since its establishment in 1973, the Intercultural Development Research Association (IDRA) has addressed major policy and programmatic issues related to the improvement of educational opportunities for Hispanic children. Recognizing the potential value of computer technologies in the teaching of English as a second language, IDRA is using this one-year grant to develop institutional capacity and expertise in computer courseware development. Six IDRA staff members will attend conferences and meetings on courseware design, development, evaluation, and research. They will design and develop a prototype instructional system as a means

of improving the courseware in this area, testing the application of one English-as-a-second-language approach to computer-assisted instruction and developing a demonstration product that could serve as the basis for further work.

Discretionary Grants

<i>University of California, Berkeley</i> , toward development of a consortium to encourage American Indian participation in graduate study of mathematics and the sciences	\$25,000
<i>Council for Basic Education</i> , for an evaluation of its summer institutes for middle and high school mathematics teachers	\$25,000
<i>National Commission on Industrial Innovation</i> , for planning a computer equity program for minority and poor students in California	\$25,000
<i>National Urban Coalition</i> , for planning a program for black and Hispanic parents and community groups to improve education in science, mathematics, and technology in the schools	\$30,537

Developing education policy

For a Carnegie Forum on Education and the Economy \$600,000*

The Carnegie Forum on Education and the Economy, which is projected to have a ten-year life, will bring together leading Americans to help chart a course for education policy that reflects a world economy transformed by science and technology. The Forum is a major activity of Carnegie Corporation and is chaired by David A. Hamburg, president of the Corporation, with the help of an Advisory Council; Marc Tucker is executive director. Each year the Forum will sponsor an invitational meeting of 100 prominent Americans from business, labor, government, education, and the scientific community to consider the issues and options linking education policy with future economic needs. Between the annual meetings, the Forum will convene task forces, conduct studies, and work with other groups and with policymakers addressing similar problems. At the first annual meeting in May 1986, a Task Force on Teaching as a Profession will issue its report following a discussion of the changing international economy and work force educational requirements.

Editorial Projects in Education \$300,000

Education Week, published by Editorial Projects in Education (EPE), was launched in 1981 as a comprehensive, national, nonprofit weekly covering elementary and secondary education. The newspaper is directed primarily to staffs of state education agencies, school board members, and principals, but it is also read by parents

**Project administered by officers of the Corporation.*

and teachers. In 1983, the Corporation supported EPE to test a two-year marketing plan, in which groups and individuals received gift subscriptions for varying periods of time and were then asked to take paid subscriptions. This two-year grant is enabling EPE to augment its initial marketing strategy with other efforts to increase both circulation and advertising.

Discretionary Grants

<i>Educational Products Information Exchange Institute</i> , toward development of the Integrated Instructional Information Resource	\$25,000
<i>International Student Pugwash</i> , toward a conference on science, technology, and individual responsibility	\$25,000
<i>Michigan State University</i> , toward the development of new standards for teacher education by a consortium of deans of schools of education	\$25,000
<i>University of Minnesota</i> , for research on teachers working as independent contractors	\$25,000
<i>Shlomo Breznitz</i> , for writing on education for a changing world	\$25,000

Miscellaneous

Research Libraries Group **\$294,250**

Research Libraries Group (RLG) is a consortium of major research libraries in the country. It operates cooperative programs in four areas: shared resources, technical systems for bibliographic recordkeeping, collection development, and preservation. Established in 1974 by Harvard, Yale, and Columbia universities and the New York Public Library, its major activity is the Research Library Information Network (RLIN), a computerized system that allows research libraries to work together to collect, preserve, and share bibliographic information. With assistance from a 1982 Corporation grant, RLG developed a plan for decentralization of many RLIN functions. The two-phase plan is designed to modify RLIN software for use on a large-scale Amdahl computer and to develop devices to enhance communications both between member library systems and the central system and among the member library systems. This two-year grant is assisting with the staffing and support costs of the development phase and, to a limited degree, with hardware purchase. The J. Paul Getty Trust has also contributed toward the project.

National Foundation for the Improvement of Education **\$122,300**

The National Foundation for the Improvement of Education (NFIE) is a charitable trust established by the National Education Association. In response to the need for better and more accessible information about children’s media programs so that schools and other youth-serving institutions and organizations can make better use

of them, NFIE has undertaken to organize Kidsnet. Kidsnet will be a computerized clearinghouse for current and archival radio and television programs designed for children and youth. It will also provide information on supplementary teaching materials, related research, bibliographies, awards, in-service teacher training programs, off-air rights, and provisions for special need populations (such as captioning for language or the hearing impaired). The information will be available via telephone and direct computer interconnection. The John and Mary R. Markle and Ford foundations and the Corporation for Public Broadcasting supported the first half of the planning phase of Kidsnet; the Corporation supported the second half.

Discretionary Grant

International Society for Research on Aggression, toward development and dissemination of guidelines for the communication of research to the media

\$ 7,300

TOWARD HEALTHY CHILD DEVELOPMENT: THE PREVENTION OF DAMAGE TO CHILDREN

Although the majority of American children grow up to be strong and capable adults, substantial numbers of children and adolescents encounter serious problems along the way that affect their survival or leave their entire lives warped or unfulfilled. The foundation’s program for the prevention of damage to children is focusing on four of the major kinds of serious harm that befall children and young adolescents: school failure, school-age pregnancy, childhood injury, and substance abuse. In two of these areas — school failure and school-age pregnancy — the Corporation is funding unsolicited proposals. In the other two — childhood injury and substance abuse — it is only initiating projects.

In order to help prevent school failure, the Corporation is supporting efforts to expand preschool education throughout the country; to reduce attrition and improve achievement among junior high school students considered “at risk”; and to improve learning opportunities outside of school through the use of television and other video technologies and through advocacy organizations and institutions serving disadvantaged communities.

The child-bearing rate of American teenagers is among the highest in the industrialized world. Given the Corporation’s limited resources and the fact that there are already a number of programs to prevent or delay repeat pregnancies among teenage girls, the Corporation is concentrating on efforts to prevent the first pregnancy among young adolescents, in particular the development and testing of a variety of intervention strategies.

Although the program focuses on prevention, not enough is known about some problems of certain groups of adolescents to permit development of effective prevention programs. The Corporation will also support research projects aimed at clarifying crucial questions for prevention where indicated.

School failure

Massachusetts Advocacy Center	\$240,000
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Language-minority students suffer disproportionately high rates of school failure. Since the 1960s, litigation has been a significant element in remedying the poor quality of education received by these children. Previous Corporation support has enabled the Multicultural Education Training and Advocacy Project (META), currently located at the Massachusetts Advocacy Center, to play a central role in this effort. META’s main legal work revolves around three court cases: *U.S. v. Texas*, *Castaneda v. Pickard*, and *Keyes v. School District #1, Denver*, which have the potential

to improve the educational rights of language-minority children. Project attorneys Roger Rice and Peter Roos are using this grant and attorneys' fees to continue their work on these cases over the next two or three years.

University of North Carolina at Chapel Hill

\$150,000

Although literacy and numeracy are necessary for most good jobs in a modern economy, it is estimated that 13 percent of all 17-year-olds in the United States are functionally illiterate (often defined as reading below the fifth- or sixth-grade level); functional illiteracy rates among minority students may run twice as high. The Center for Early Adolescence at the University of North Carolina at Chapel Hill has established the Project on Adolescent Literacy to identify a set of programs in schools and community organizations that are effective, as measured by tests and other criteria, in teaching young adolescents who were two or more grades behind in reading when they entered that particular program. Each program will be analyzed to determine the elements that contributed to its success. A book containing case studies and an analysis of common components in successful "literacy environments" will result from the Project's research. This grant is contributing to the Project's budget.

Advocates for Children of New York

\$179,000

Advocates for Children of New York (AFC) is a community-based organization that represents and assists children with special educational needs and their parents. Since it was established, AFC has become a major, citywide voice for the educational needs of low-income, minority, immigrant, and handicapped children. During the next two years, AFC will monitor New York City's new programs and support systems for handicapped children that are being planned and initiated. Special attention will be given to four issues: 1) the development of programs in high schools; 2) the prevention of unnecessary special education referrals and of overrepresentation of minority children in certain types of placements; 3) the incentives and services that promote the use of the regular classroom, rather than special education; and 4) a plan to deliver programs addressing the educational needs of the children rather than their handicapping condition. This award is supporting this activity as well as an exploratory study of achievement and attrition in New York City junior high schools. AFC will conduct interviews at five schools that serve low-income and minority students well in order to identify successful policies, programs, and techniques that might be adopted more widely.

Structural Employment Economic Development Corporation

\$68,100

The Structural Employment Economic Development Corporation (SEEDCO), established in 1976, has conducted studies on youth employment and community development under grants or contracts from private foundations and government agencies. This grant is enabling SEEDCO to produce a sourcebook describing model

programs that either reduce school attrition among students in high-risk groups or encourage dropouts to return to school. Data on school dropouts will be gathered and summarized, followed by field visits to a number of communities and state governments in order to identify effective dropout prevention and service programs. Ten to fifteen model programs that provide a range of services will be included in the sourcebook, which will be of interest to school personnel and to state and local officials and others engaged in education and training for employment.

Discretionary Grants

<i>Institute for Educational Leadership</i> , for a conference on school dropouts and dropout prevention	\$25,000
<i>Advocates for Children of New York</i> , toward development of a fundraising plan	\$15,000

Early education and child care

High/Scope Educational Research Foundation	\$342,600
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Since 1971, the Corporation has provided over \$1.5 million for High/Scope Educational Research Foundation’s research, policy studies, and dissemination of information about early childhood education. Six years ago, High/Scope created the Voices for Children Project to acquaint policymakers and others in government and the private sector with research on the beneficial outcomes of good early childhood education programs. As part of this project, High/Scope has helped to establish state-based networks of individuals who are kept informed about its studies and who make presentations to others about them. High/Scope has begun to collaborate with organizations such as the National Governors’ Association, the National Association for the Education of Young Children, and the National Council of Churches of Christ in the U.S.A. in disseminating information. This two-year grant is paying for High/Scope staff salaries and travel, research and strategy advisory committees, and consultants on materials and presentation and is permitting High/Scope to expand its activities to include other national organizations that have state and local affiliates.

National Council of the Churches of Christ in the U.S.A.	\$330,000
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Three years ago, the National Council of the Churches of Christ in the U.S.A. (NCC) undertook, with partial Corporation support, a survey of child-care programs housed in churches. The survey, conducted by Eileen Lindner, director of NCC’s child advocacy office, and two colleagues, identified 14,000 such programs among the 15 denominations that participated. These programs, along with 4,000 recent additions, have become the Ecumenical Child Care Network. This three-year contribution is enabling NCC to continue to publish a quarterly newsletter that contains information about child care and ways to improve its quality for

Network members. In addition, NCC will organize short training courses for child-care workers, hold regional conferences and, in collaboration with the National Association for the Education of Young Children, encourage centers to strive for accreditation, which is offered by the Association. The Ford Foundation and NCC's member denominations are also providing funding.

Bank Street College of Education

\$297,000

In December 1984, the Corporation supported a conference on early education, child care, and the public schools at the Spring Hill Center in Wayzata, Minnesota. Discussions at the meeting revealed that, although there are many initiatives being undertaken at state and local levels to increase the role of the public school in the provision of programs to young children, there is a lack of detailed information about these efforts and their results. The Child Care Consultation Service of the Bank Street College of Education and the School-Age Child Care Project at Wellesley College have undertaken a joint study of public school involvement in the provision of all-day kindergartens and day care for preschoolers. Co-directed by Anne Mitchell, director of the Bank Street Service, and Michelle Seligson, head of the Wellesley Project, the three-phase study will document the different types of programs, the relationship between state policies and school district initiatives in this area, and the impact of the programs on the children's families, on the schools, and on other local child-care providers. This 32-month grant, in addition to funds from the Ford Foundation, is supporting the study.

National Conference of State Legislatures

\$295,870

The National Conference of State Legislatures (NCSL) was established in 1975 to improve the effectiveness of state legislatures, to foster communication and cooperation among them, and to provide them a voice in Washington. As part of this concern, it establishes special projects on topics of widespread concern among state legislatures. With this two-year grant, NCSL will make available information on research, exemplary practices, and policy options in early childhood education and child care to all state legislatures. A major activity for NCSL staff will be to provide concentrated technical assistance to four states where legislative and community interest are high and where other conditions make the prospects for developing state programs in early childhood education and care good. The experience of these states will be presented and discussed at NCSL's annual meeting.

Wellesley College

\$235,000

Since its inception in 1980, the School-Age Child Care Project (SACC) of the Wellesley Center for Research on Women has been the only national resource, clearinghouse, and distributor of information, research, and publications on school-age care. Increasingly, it has provided consultations for people of all sectors on how to set up new programs and upgrade existing ones to meet the demand for

such services. Previous Corporation support helped SACC develop and pilot test public service announcements and video materials for “latchkey” children, organize a national conference on latchkey children in collaboration with the National Committee for Prevention of Child Abuse, and provide materials and testimony for legislation that has been proposed by members of Congress. Under this final two-year grant, SACC will organize a series of regional workshops for school administrators, offer training workshops to school-age child care program staff, and continue to provide consultations to policymakers at state and local agencies.

Discretionary Grants

<i>Bank Street College of Education</i> , toward development of the Child Development Associate National Credentialing Program for family day-care providers	\$25,000
<i>Citizens Education Center Northwest</i> , toward the design of an early childhood education program for the state of Washington	\$25,000
<i>High/Scope Educational Research Foundation</i> , for planning for U.S. participation in the International Association for the Evaluation of Educational Achievement Preprimary Project	\$25,000
<i>Cornell University</i> , for a study of implementation of family support programs	\$ 6,000

Adolescent pregnancy

Columbia University	\$330,000
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Adolescents in inner-city neighborhoods have large unmet health, educational, and social needs that contribute to a pattern of low educational attainment and early parenthood. To address some of these problems, the Center for Population and Family Health of Columbia University is setting up demonstration clinics designed to reduce both dropout and adolescent pregnancy rates in two junior high schools serving New York City’s Washington Heights area, where 80 percent of the students are Hispanic and 15 percent are black. Each clinic will provide a range of health services combined with educational and social support to approximately 2,600 students aged 12 through 15 during the three-year experimental period. Their progress will be followed for two years after they participate in the program. In addition to this three-year grant, the Center has received support from the William and Flora Hewlett Foundation.

Girls Clubs of America	\$225,000
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The Girls Clubs of America (GCA) is a national membership organization serving over 200,000 girls per year ages 6 to 18 through 220 affiliates located in 115 cities around the United States. The GCA has designed four intervention models aimed

at preventing first pregnancies among girls: "Mother-Daughter Workshops" and "Postponing Sexual Involvement" for 12- to 14-year-olds; and "Clinic Bridge" and "Choices: Career Aspirations" for 15- to 18-year-olds. The models will be tested in eight community sites where teen pregnancy or birth, abortion, and miscarriage rates are higher than the national ones. At least 1,000 girls are expected to participate in the project and will be divided equally between experimental and control groups. Experimental and survey research will evaluate the effectiveness of the models. Jane Quinn, the Girls Clubs director of program services, will supervise the three-year project, which has received support from the Corporation and several other foundations.

Columbia University

\$191,400

Although adolescent pregnancy and childbearing occurs among all social and economic groups, most research on this topic has focused on white and black populations. As a result, very little is known about various Hispanic subgroups. The Center for Population and Family Health, a unit of the College of Physicians and Surgeons of Columbia University, is using this two-year award to conduct a research project on the fertility-related behavior of Hispanic adolescents. Katherine Darabi, assistant professor of public health at the University and principal investigator of the project, and her colleague, Vilma Ortiz, a social psychologist, are reviewing all relevant studies, articles, and reports and analyzing data in order to provide information to health and educational institutions that work with Hispanic teenagers and also to suggest an agenda for further research. Products of the work will include an assessment of the extent of early childbearing in various Hispanic communities, its antecedents and consequences, its links to education and employment opportunities, and also its cultural meaning.

Center for Population Options

\$180,000

The Center for Population Options (CPO) is a national organization devoted to helping adolescents make informed decisions about parenthood and careers and thereby avoid unintended pregnancy. Since it was founded in 1980, CPO has worked with youth-serving organizations and churches to develop sex education programs for teenagers, and it is currently pilot testing a "life planning curriculum" that encompasses vocational and family decisions. Recognizing the growing influence of radio and television on teenagers and the message conveyed through those media, CPO is using this grant to undertake a range of projects designed to improve media programming pertaining to sexuality and pregnancy. The activities, led by Mary-Carol Kelly, CPO's director of media projects, will include a media advisory service for writers and producers on sensitive issues such as teenage sexuality, pregnancy, and parent-child communication about sexuality; informal seminars on adolescent development and sexuality; and production of public radio announcements featuring rock stars and sports figures. Additional support has been provided by individuals and a number of foundations in southern California.

Education, Training and Research Associates

\$56,400

Education, Training and Research (ETR) Associates promotes preventive health care and family life education through training, publication, and support services for professionals who serve children and adolescents. ETR coordinates the National Family Life Education Network, a membership organization of 5,000 teachers, administrators, health professionals, service agency personnel, and others from 50 states and 15 foreign countries. The Network serves as the family life educator's source for new information, tested teaching techniques, classroom aids, resources, research reports, and technical assistance. In order to become self-supporting, ETR launched a major membership drive. This grant supplemented the Network's 1984-85 budget as it prepared the campaign.

Substance abuse

Stanford University

\$74,300

Accidents, homicides, and suicides, which together account for about three-quarters of the deaths of young people aged 15 to 24, often result from risk-taking behaviors associated with alcohol and drug abuse. In an effort to identify innovative approaches to preventing such risk-taking behaviors in youth, Nathan Maccoby, a research communications psychologist, and his colleagues at Stanford University used this grant to convene a conference in November 1984 of experts on adolescence to evaluate the available data on risk-taking and health-promoting behaviors and consider the best ways to apply existing knowledge in devising interventions for this age group. Papers on the trends in substance abuse, cognitive development in adolescence, social learning theory, and a number of specific intervention programs, both in the U.S. and internationally, were commissioned for the three-day conference, which resulted in the report, *Unhealthful Risk-Taking Behaviors In Adolescence*. Expenses involved with the conference were paid for by the Corporation.

Discretionary Grant

Children of Alcoholics Foundation, toward follow-up activities to the Conference on Research Needs and Opportunities for Children of Alcoholics

\$11,000

Miscellaneous

Children's Defense Fund

\$1,000,000

The Children's Defense Fund (CDF) is dedicated to helping policymakers, social agencies, and other institutions understand and address various conditions surrounding the lives of American children. Under the direction of its president, Marian Wright Edelman, CDF has focused its attention on six major areas: the right to education, child health, child welfare, child care and family support, housing for families with children, and mental health. In 1983, CDF launched a new initiative in the area of adolescent pregnancy in order to engage the black community in discussion of the issue and to mobilize it to work toward preventing this major

cause of poverty and disadvantage among black women and children. Most of this grant will go toward support of CDF's ongoing activities. With \$100,000 of the grant, CDF will hire a senior media specialist and establish a black media committee to plan a multi-faceted media campaign about adolescent pregnancy and single-parent families designed for black institutions, teenagers, and parents.

Chicago Theological Seminary

\$331,500

Black ministers who are seminary trained usually receive a traditional course of study that does not adequately prepare them for the array of problems faced by many of their parishioners. The Chicago Theological Seminary (CTS), which was founded in 1855 by Congregationalist ministers, is using this three-year grant to restructure its field education program to give selected students sustained experience in urban ministry. Each intern will be assigned to a black church in the Chicago area and assist in establishing one of several programs designed to address a problem that affects children and families. The seminarians will participate in an intensive, multidisciplinary workshop and a series of special seminars designed for them, based on the needs of the programs they are developing. CTS will work with each church for at least two years to ensure that they are able to maintain the programs before other churches are brought into the project.

National Black Child Development Institute

\$100,000

The National Black Child Development Institute (NBCDI), founded in 1970, is the only national advocacy organization focusing specifically on the needs of black children. Its efforts, aimed at improving the quality and availability of care and education for black children, include seminars and conferences, publication of books and newsletters, research on black child development, and monitoring of public policies regarding children and families. Recently, the Corporation sponsored an assessment of NBCDI's work and its impact on the development of policies and services that benefit black children. The resulting report suggested some major changes in the organization's internal operations. This ten-month grant is helping to support NBCDI as it considers and implements the recommendations.

Harvard University

\$180,000

Over the past two years, the staff of the Harvard Family Research Project has been collecting and analyzing information about family support programs in order to promote better practice, encourage more fruitful evaluation, and provide policy-makers with information useful to them. The Project is currently sponsoring a national survey of family support programs, and a book on methods for evaluating such programs is expected to be available in early 1986. This two-year grant, along with funding from the Ford Foundation, is contributing to the completion of the work in progress and underwriting additional studies of several types of family programs.

Harvard University

\$70,000

The Working Group on Early Life and Adolescent Health Policy of the Division of Health Policy Research and Education of Harvard University is leading an effort to increase public understanding of society’s stake in preventing certain damaging outcomes of childhood and adolescence and of the potential for doing so through systematic social action. A major product of the project will be a book on successful interventions needed for the prevention or reduction of three serious social problems: violent crime, early school dropout, and childbearing before age 16. The book will present the risk factors that increase the chances of these three outcomes, describe programs that have been shown to prevent them, and present recommendations for reorienting services for children and their families to increase availability and strengthen the effectiveness of interventions. Lisbeth Bamberger Schorr, a member of the Working Group and former chairperson of the congressionally established Select Panel for the Promotion of Child Health, and Daniel Schorr, a distinguished journalist and writer, will coauthor the book. The Corporation is supporting a portion of Lisbeth Schorr’s work. The book is expected to be published in 1986.

Scientists’ Institute for Public Information

\$40,000

The Media Resource Service (MRS) of the Scientists’ Institute for Public Information (SIPI) provides journalists with access to experts who can provide appropriate and reliable information on a range of scientific subjects. SIPI is using Corporation funds to explore the application of the MRS approach to child development issues. It is defining the areas of child health and development that its new service should cover, developing a thesaurus of topics, soliciting nominations for specialists to be included in the roster, advertising the service to journalists, and organizing several meetings on topics related to child health and development. An advisory committee of experts in relevant fields has been appointed to assist in these activities. A number of other foundations are also supporting this effort.

Discretionary Grants

<i>Action for Children’s Television</i> , toward support	\$25,000
<i>Central Educational Network Association</i> , toward planning of the American Children’s Television Festival	\$25,000
<i>Congress of National Black Churches</i> , for planning church-based educational programs for children and youth	\$24,300
<i>American Psychological Association</i> , toward support of the Subcommittee on Testing and Special Education	\$14,600

STRENGTHENING HUMAN RESOURCES IN DEVELOPING COUNTRIES

In its grant program to strengthen human resources in developing countries Carnegie Corporation is dedicated to the development of healthier, better-educated individuals. While the geographic perspective of the program is worldwide, the foundation's primary focus is the English-speaking nations of sub-Saharan Africa and the English-speaking Caribbean.

The principal emphasis of the program is the health of women and children. Nutrition and adolescent fertility are of particular concern. The Corporation makes grants primarily to organizations based in the United States, and emphasizes the role of the U.S. scientific, technical, and policy communities in the search for effective educational strategies in the areas of concentration. Fostering cooperation among scientific counterparts in developed and developing countries is a priority. The program supports both cooperative mechanisms for the examination of problems and information exchange. It also encourages universities and research organizations in the United States and abroad to mobilize expertise across disciplines and to link basic and applied research to policy and its implementation.

In addition, the Corporation is encouraging informative media coverage about human resources in developing countries and assisting private development aid agencies in the United States to broaden public understanding of human resource problems.

As a separate focus, the program supports agencies working to broaden the educational opportunities and improve the legal status of black South Africans.

Because of the limitation on the foundation's resources, grants are made primarily for research, evaluation, meetings and conferences, professional and technical exchanges, and publications that extract the lessons from development efforts and facilitate application of the findings to various settings. A few demonstration programs in selected sites are funded to try out new approaches to improving maternal and child health.

The program does not provide individual fellowships for postgraduate, diploma, or degree work. Training, however, may be a component of a funded project.

Projects in developing countries

Pathfinder Fund

\$402,200

The adverse consequences of adolescent childbearing for the health, education, employment, and social advancement of young women have begun to be widely recognized as a major obstacle to development in Africa. Pregnant girls are routinely expelled from school until they have given birth, a practice that often leads

to girls permanently dropping out. This project will be among the first concerted attempts in Africa to meet the educational needs of pregnant school dropouts and to deal with the underlying attitudes that contribute to the problem. It will build on a successful pilot project initiated in Jamaica in 1978 under the joint sponsorship of the Pathfinder Fund and the International Planned Parenthood Federation. That project offers pregnant girls education in regular school subjects, prenatal and postnatal care, and family planning counseling with the objective of keeping adolescent mothers in school and delaying the next pregnancy. The Jamaican center has worked with increasing effect in recent years to demonstrate to policymakers the need for more progressive policies toward pregnant adolescents and their schooling. Corporation funds will enable Pathfinder to adapt the Jamaican model to two African settings in collaboration with a local agency.

Program for Appropriate Technology in Health

\$378,600

Techniques exist to prevent or ameliorate many of the problems that lead to infant and maternal mortality and poor health in many African countries, yet health systems there are often unable to make adequate use of them. The complex interplay of economic, social, and political factors often inhibit adoption of proven techniques. The Program for Appropriate Technology in Health (PATH) was established in 1979 as a unit within the Seattle-based Program for the Introduction and Adaptation of Contraceptive Technology to improve and extend primary health care in developing countries. Now separately incorporated, PATH is seeking to adapt to selected developing countries techniques known to increase the likelihood of ensuring safe deliveries. This grant is supporting efforts to try out PATH's Safe Birth Program in two countries in southern Africa — Malawi and Zambia. Studies of the two model projects will be written up for PATH's quarterly publication, *Health Technology Directions*.

University of Cape Town

\$200,000

Just over 50 years ago the report of the Carnegie Commission of Investigation on the Poor White Question in South Africa was issued. Known as the Carnegie Poor White Study, it was the product of a multidisciplinary group of scholars who traveled throughout South Africa studying "the process of impoverishment" by which rural white South Africans — mainly Afrikaners — were effectively excluded from opportunity for economic advancement. Its impact was considerable, prompting reforms that led to the greatly improved economic status of the Afrikaner community. The Second Carnegie Inquiry into Poverty and Development in Southern Africa was initiated by the Corporation in April 1982, with the focus this time on African blacks. The Inquiry's purpose is to analyze the nature, causes, and extent of poverty in present-day southern Africa and to stimulate informed discussion of ways to facilitate equitable development in the region. Based at the University of Cape Town, the Inquiry is headed by Francis Wilson, an economist who also directs the University's Southern Africa Labour and Development Research Unit. The

research phase of the Inquiry culminated in a conference in April 1984, where more than 300 papers were presented. Since then, the main activity of the Inquiry has been to distill the knowledge contained within these reports and to examine their implications, both in the short term and the long term, for improving conditions for blacks. This grant is supporting completion of the Inquiry's work.

Board of Global Ministries of the United Methodist Church **\$80,000**

In July 1985, the governmental conference marking the end of the U.N. Decade for Women was held in Nairobi, Kenya. The meeting brought together official delegates selected by U.N. members. As with the prior world conferences on women, a concurrent meeting of nongovernmental organizations (NGOs), open to everyone, was held. Known as Forum 85, the NGO gathering offered opportunities to discuss strategies for advancing the Decade's goals through concerted action by individuals and private voluntary organizations. The agenda of some 1,000 workshops emerged from a decentralized process overseen by a planning committee put together by the Conference of Nongovernmental Organizations in Consultative Status with the U.N. Economic and Social Council and involving substantial participation by women from developing countries. The committee's secretariat was at the Women's Division of the General Board of Global Ministries of the United Methodist Church in New York City. This grant supported the work of the planning committee.

African-American Institute **\$65,000**

The Women and African Development Program (WADP) was established by the African-American Institute (AAI) in 1979 and received Corporation support for four years. AAI had planned to phase WADP out as a separate program and to integrate an interest in women and development into all AAI activities, but in 1985 it decided to sponsor a set of special activities under the WADP banner. This grant is supporting a series of WADP meetings related to African women. Two workshops on women were held during the spring of 1985, one in Botswana and the other in Zimbabwe, followed by a major conference held immediately prior to the conference in July marking the end of the U.N. Decade for Women. Activities at the U.N. conference and another conference held in Maryland in October were also sponsored by WADP. Other meetings will be held in 1986 and 1987. Additional support for these meetings came from the Ford, L.J. and Mary C. Hewlett, and William and Flora Skaggs foundations.

Discretionary Grants

<i>Black Education and Research Trust</i> (South Africa), toward support of the Council for Black Education and Research	\$25,000
<i>Legal Resources Trust</i> (South Africa), toward support of the Legal Resources Centre	\$20,000

<i>Educational Opportunities Council</i> (South Africa), toward support	\$ 5,000
<i>Inter-American Parliamentary Group on Population and Development</i> , toward a conference on parliamentarians of the Commonwealth Caribbean on population and development	\$20,000
<i>Caribbean Resources Development Foundation</i> , toward planning a series of meetings of prominent private and governmental officials from the Commonwealth Caribbean and North America on regional development issues	\$ 7,500
<i>Hesperian Foundation</i> , toward publication of a revision of the English-language edition of the village health care book, <i>Where There is No Doctor</i>	\$24,500

Research and education about developing countries

Population Council	\$500,000
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Infant mortality rates in the Commonwealth Caribbean range from 20 per 1,000 births to over 40. In Mexico at least 50 out of every 1,000 infants die. Public health efforts and the application of new health technologies have been much less effective than expected in decreasing infant deaths and in improving the health status of infants in developing countries. To understand better the causes of infant and child mortality and the interaction of biomedical and social factors in determining child health, the Population Council in 1983 launched a worldwide research program. In the two years since the Council's program began, it has conducted investigations of child survival in the Middle East and in Southeast Asia, financed largely by the International Development Research Centre in Canada. This grant is permitting the Council, the premier research organization in the population field, to expand its program on child survival in Mexico and the English-speaking Caribbean and to augment it with a study of adolescent fertility. Activities supported include a research awards program, meetings, and dissemination in the United States, the Caribbean, and elsewhere of background information and of the results of the meetings and research.

International Center for Research on Women	\$160,000
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High infant mortality and morbidity in developing countries could be significantly reduced by the widespread adoption of relatively simple health measures such as immunization against common childhood diseases, growth charts to monitor malnutrition, oral rehydration therapy to combat diarrheal diseases, and breastfeeding. Relatively little is known, however, about how to encourage the use of these techniques by mothers. The International Center for Research on Women, which engages in research, technical assistance, and public education on women's participation in the economies of developing countries, has designed a three-year project to clarify the social conditions under which these life-saving techniques will likely

be adopted. The organization is synthesizing existing research on the relationships among infant feeding practices, women's work, and social systems and is examining the policies and interventions that affect these relationships. It will then undertake field research in Guatemala and Jamaica, in collaboration with scientific institutions in those countries and the United States. The results of the research will be presented at three international working meetings and published. The Corporation's grant is providing funding for preparation of two research reviews, a policy paper, and the field work in Jamaica.

African-American Institute

\$635,000

The African-American Institute (AAI) is the principal private American organization working to strengthen African-American understanding and to advance African development. Since its founding in 1960, it has received more than \$4.5 million from the Corporation for a variety of programs and projects. Among other activities, the Corporation has funded AAI's Program on Policy Issues in African-American Relations, which began as a series of meetings for U.S. legislators and African leaders but has since expanded to include briefings, seminars for congressional aides, regional conferences, and trips to Africa by delegations of government representatives, journalists, and others. Largely as a result of this effort, there is now a contingent of U.S. senators and representatives who are well versed in African problems and concerned with American policy toward Africa. This grant provides three more years of support for the Program. A new feature will be visits of six South Africans to the United States each year; they will participate in discussions of U.S.-South African policy and in the other activities sponsored by the Program.

TransAfrica Forum

\$150,000

TransAfrica is a membership organization of 10,000 people, founded in 1977 by 130 prominent black Americans to draw attention in the United States to foreign policy affecting Africa and the Caribbean and development issues in these regions. Under the direction of Randall Robinson, TransAfrica has given the black community an informed voice on U.S. foreign policy and, recently, has provided leadership in launching the Free South Africa Movement. TransAfrica Forum, the organization's research and educational arm, was founded in 1981. It produces three publications for its subscribers: the bimonthly *Issue Briefs*, the quarterly *TransAfrica Forum Journal*, and the *African Writers Series*, created in 1984 as a monthly one-page bulletin featuring commentary by African journalists and policymakers on U.S.-African relations. The Forum has held in-house seminars on issues such as "U.S. Economic Assistance, SADCC, and Southern African Development," "Reagan Diplomacy in the Caribbean," and "Women and Politics in the Black World," and has published the proceedings. The Forum also holds conferences and seminars for opinion leaders on policy issues. This grant is contributing core support over two years and funds for a marketing and fundraising specialist to help the organization become financially self-sufficient.

American Association for the Advancement of Science

\$97,750

At least since the 1970s, per capita food production and per capita income in much of Africa have declined fairly steadily. Africa by and large has not profited from innovations in agriculture that fueled the “green revolution” in parts of Asia and Latin America. The depth and complexity of the African predicament is winning increased international recognition. A significant effort at recasting development policy is occurring now within aid agencies in the United States and Europe. John Walsh, a senior writer at *Science*, the journal of the American Association for the Advancement of Science, has taken a year’s leave for travel and writing in Africa on these important issues, concentrating on food production and the role of science and technology in improving this vital underpinning of economic development. He will produce a series of articles for possible publication in *Science* and other outlets. In addition, Walsh plans to write a book that will draw from the knowledge and experience he has gained in the course of the year.

University of Texas

\$31,200

Problems of health and health care delivery along the U.S.-Mexican border reflect the complex web of social, cultural, political, and economic forces interacting between North America’s richest nation and one of its poorest. A high proportion of the 6.5 million people who live along the border are Hispanic. The nature and extent of their health problems and the regional capacity to develop coordinated strategies for improving health services are not well understood. This situation prompted the University of Texas Medical Branch in Galveston to cosponsor, with the El Paso Regional Office of the Pan American Health Organization and the U.S.-Mexico Border Health Association, a two-day conference in El Paso to examine these issues and strategies for dealing with the gaps in health services, particularly those concerning maternal and child health care. Participants were representative of health departments and health science centers of states on both sides of the border, federal and international agencies, and several universities. The grant from the Corporation underwrote the conference, which resulted in a report.

United States Committee for UNICEF

\$400,000

The United States Committee for UNICEF, headquartered in New York City, is the oldest and largest of 33 national United Nations Children’s Fund (UNICEF) committees throughout the world. Its purpose is to provide information about the needs of children and families in the developing world and about the role of UNICEF in meeting them. It also engages in fundraising on behalf of UNICEF. UNICEF’s annual *State of the World’s Children* reports highlight advances in biomedical techniques and social organization that could decrease infant mortality and promote healthy child development. The reports synthesize the experience of efforts at human resource development worldwide and offer the basis for building confidence in the possibility of achieving significant gains in child health and welfare if the political will and the mechanisms for implementing the new tech-

niques exist. The Committee is undertaking a large-scale public education campaign to bring these facts to the attention of the American public and to mobilize support for what it has come to call the "child survival and development revolution." This grant is providing support toward the campaign over three years.

National Public Radio

\$300,000

Since 1979, National Public Radio (NPR), the national production and distribution center of the public radio network of 309 stations, has been expanding international news coverage over its two daily news magazines, *All Things Considered* and *Morning Edition*. Developing countries and development issues, particularly concerning sub-Saharan Africa, are now NPR's top priority for improving coverage. This three-year grant is permitting NPR substantially to increase its news and analytical reporting on developing countries. As a first step, NPR sent two production teams on reporting tours of sub-Saharan Africa during the spring of 1985 to develop stories for immediate broadcast and for a future series. One aim is to develop staff experience in Africa, leading to the selection of a permanent correspondent and establishment of an NPR bureau in Africa. This grant supported the trips by the two production teams and one by Susan Stamberg, host of *All Things Considered*, to Nairobi in July to cover the world conference of the U.N. Decade for Women. During 1986 and 1987, coverage of sub-Saharan Africa will continue while NPR develops the capacity to report on other developing regions such as the Caribbean and Mexico.

Sigma Delta Chi Foundation

\$100,000

Leadership groups and Americans at large gain most of their information about developing countries from the news media—newspapers and radio/television. Yet news polls show that the general public is not informed about problems and opportunities in the Third World, even when U.S. interests are directly involved. In October 1984, Jack Maxwell Hamilton, a member of the public affairs staff of the World Bank, tested the hypothesis that people pay attention to news stories about developing nations if they can see the relevance of the information to their own lives. As guest editor of the Hattiesburg, Mississippi, *American*, he researched and wrote a series of articles about Hattiesburg's many Third World connections. The series was highly successful in raising readership awareness of developing nations and development issues. Sigma Delta Chi Foundation, the educational arm of the Society of Professional Journalists, is undertaking a two-year project to promote widespread adoption of the Hattiesburg model among news organizations throughout the country. Hamilton will develop a comprehensive set of models, to be published in book form, which newspapers and other media might use for reporting on Third World issues in their own communities. The models will become the focus of workshops with members of the Society and in other settings for the purpose of encouraging adoption of the Hattiesburg experiment around the country. This two-year grant, along with support from the Ford and Benton foundations, is contributing to the project.

International Health and Biomedicine

\$75,000

June Goodfield, a British researcher and writer with a doctorate in the history and philosophy of science, has devoted much of her career to increasing public understanding of science. Her most recent project consists of a book, *Quest for the Killers*, and an accompanying television series of five one-hour documentary films that trace attempts by scientists to eradicate specific diseases, most of them endemic in poorer countries of the world. The series was broadcast on public television in the United States and Europe in the fall of 1985. Goodfield has now designed a public education project on immunization for children. The project will encompass preparation of a book and a new television series that will present the history of vaccination, the current revolution in vaccine research and delivery, the social and cultural issues that constrain mass delivery of vaccines, and the history of global immunization campaigns. International Health and Biomedicine, a nonprofit organization that Goodfield founded in 1982, is sponsoring the project. This three-year grant is supporting the writing of the book and planning for three films. The Rockefeller Foundation is also contributing to the project.

Discretionary Grants

<i>South-North News Service</i> , toward support	\$25,000
<i>Press and the Public Project</i> , toward research and preparation for a television documentary on press coverage of Africa	\$24,950
<i>WGBH Educational Foundation</i> , toward acquisition and promotion for broadcast of a film on South Africa, <i>Allan Boesak: Choosing for Justice</i>	\$24,000
<i>Duke University</i> , toward preparation of a book of documentary photographs on black poverty in South Africa	\$24,210
<i>National Council of Returned Peace Corps Volunteers</i> , toward a public education project on development and development assistance	\$24,000
<i>Communications for Development</i> , for public education materials about international development and development assistance	\$22,500
<i>Overseas Development Council</i> , for planning an assessment of U.S. public opinion on international development issues	\$22,725
<i>International Development Conference</i> , toward a conference on the relationship between U.S. foreign policy and Third World development	\$ 5,000
<i>Council on Foundations</i> , toward a conference on private-sector support of development in Latin America and the Caribbean	\$ 5,000
<i>Harvard University</i> , toward a public education project on hunger and nutrition in developing countries	\$25,000

<i>High/Scope Educational Research Foundation</i> , toward planning activities and information exchange on the needs of women and children in developing countries	\$23,500
<i>University of Texas</i> , for planning a conference on meeting the health needs of the U.S.-Mexico border population	\$12,149
<i>Social Science Research Council</i> , toward a conference on the political economy of health and disease in Africa and Latin America	\$10,000
<i>Harvard University</i> , for writing on the role of the university under a military government in a developing country by Patrick Seyon	\$12,650
<i>World Priorities</i> , toward dissemination of <i>Women . . . A World Survey</i>	\$ 9,750

AVOIDING NUCLEAR WAR

The Corporation's program concerned with the avoidance of nuclear war emphasizes independent, science-based scholarship to develop new information and ideas for reducing the risks of nuclear war. It will also support projects that link the scholarly work to the concerns of policymakers and to educational efforts for the American public.

The first phase of the Corporation's grant program has entailed a limited number of relatively large grants to universities or institutions with strong multidisciplinary programs concerned with the study of international security, arms control, the Soviet Union, and U.S.-Soviet relations. The *Carnegie Quarterly* spring 1985 issue describes some of these multidisciplinary programs in greater depth. The Corporation does not anticipate making many more grants for such multidisciplinary programs. It will, however, continue to support research and analysis of selected problems with particular bearing on the avoidance of nuclear war, which because of their complexity or technical difficulty require attention by the most competent experts independent of government.

The program does not support school or college curricula or projects.

Research, analysis, and dissemination to the policy community

Johns Hopkins University

\$240,900

The Foreign Policy Institute (FPI) of the School of Advanced International Studies at Johns Hopkins University is conducting a study of the effects of emerging space technologies on the chances of nuclear war. Under the leadership of Harold Brown, former U.S. secretary of defense and current chairman of the FPI, a group of senior scholars is analyzing the key national security, foreign policy, and economic questions that would be raised by the decisions to develop, deploy, maintain, and defend a space-based defense system. Among other issues, the FPI will analyze the likely effects of the Strategic Defense Initiative of the Reagan administration on alliance relationships and on Soviet arms strategies. A core study group will define the issues that require research and then separate into five specialized groups to facilitate a careful assessment of each issue. Each specialized group will be directed by a principal researcher and a discussant and will produce at least one major paper. All of the papers will be reviewed by the core study group and integrated into a final report to be published by the FPI. The project will culminate in a major conference at which the results will be discussed among the study participants and representatives from government, the media, and other interested groups. This grant is covering the full cost of the project over its two-year duration.

In 1981, in recognition of the seriousness of the threat of nuclear war and of the need to organize the scientific community to help reduce the threat, the American Association for the Advancement of Science (AAAS) established the Committee on Science, Arms Control, and National Security. Its charge is to educate AAAS members about the issues and to help inform the public and policymakers about the contributions the scientific community might make to nuclear risk reduction. Currently chaired by Rodney Nichols, executive vice president of the Rockefeller University, the Committee initially organized a series of symposia on arms control and security topics at the AAAS's annual meetings and worked to expand coverage of these issues in the organization's journal, *Science*. The Committee since then has undertaken an extensive study of verification of compliance with arms control agreements, resulting in a comprehensive "primer" for the general public and briefings with members of Congress. This two-year grant is contributing to a further series of studies and congressional briefings as well as development of a plan for an annual two-day colloquium series that will assemble the most promising scholarly work on arms control and national security and bring it to the attention of policymakers and the public.

Aspen Institute for Humanistic Studies**\$200,000**

In 1974, the Aspen Institute for Humanistic Studies created an Arms Control Consortium with support from the Ford and Rockefeller foundations. The Consortium was managed as a joint activity of major university programs of research and training on international security and arms control. Its purpose was to select the best of the studies in progress and place them before policy experts in and out of government in annual seminars and international meetings. In 1984, the Consortium was reorganized into the Aspen Strategy Group, a group of 22 members drawn from the academic, scientific, and public policy communities who belong for no more than two three-year terms. Under the direction of Joseph S. Nye, professor of government and co-director of the Corporation-supported Project on Avoiding Nuclear War at Harvard University's John F. Kennedy School of Government, the Group acts as an independent source of private policy advice in areas of international security, arms control, and East-West relations. It encourages research, and it contributes to public understanding and discussion of current issues through its publications, seminars, and international meetings. This grant is helping to support the Group during its first three years. The Rockefeller Foundation and the MITRE Corporation have also contributed support.

American Civil Liberties Union Foundation**\$150,000**

The Center for National Security Studies is a joint project of the American Civil Liberties Union Foundation and the Fund for Peace. Founded in 1974, the Center conducts a program of research, litigation, and public education aimed at advancing the rights of American citizens to obtain information related to national security

and to publish that information. The Center played a key role in strengthening the Freedom of Information Act in 1974 and is a major source of materials and training for others wishing to make use of the Act. Support from the Field Foundation, the North Shore Unitarian Universalist Veatch Program, and the Corporation will enable the Center to continue its activities.

Emory University

\$100,000

The new Carter Center of Emory University in Atlanta, home also of the Carter Presidential Library, is an applied research institute concentrating on solutions to the most serious threats to peace and human rights. Among its activities are "consultations," a process extending over a year or more involving research, papers, and workshops on aspects of a problem as background for a week-long forum focusing on possible solutions. This grant supported the Center's second consultation, which dealt with the nuclear arms race between the United States and the Soviet Union. As part of the planning phase, project co-directors Ellen Mickiewicz, dean of the Graduate School of Arts and Sciences at Emory and a political scientist with expertise in Soviet relations, and Roman Kolkowicz, professor of political science at the University of California at Los Angeles, commissioned essays that were combined with a book of papers previously published in the journal *Soviet Union*. Topics such as the Soviet Union and the Warsaw Pact, the Soviet Union and China, and the Soviet use of space for military purposes were covered. The culminating forum, held in April 1985, was cochaired by former Presidents Carter and Ford. A volume of the forum's proceedings is expected to result.

Cornell University

\$265,000

The Peace Studies Program at Cornell University was established in 1970 by members of the faculty studying war and peace, nuclear proliferation, the changing international strategic system, and arms control and disarmament. The Corporation is supporting two of the Program's projects that deal with aspects of the two most likely paths to a nuclear war between the United States and the Soviet Union. The first project involves a collaboration between Richard Ned Lebow, a political scientist and director of the Program, and Irving Janis, adjunct professor of psychology at the University of California at Berkeley and professor emeritus of Yale University (see below). Lebow is examining the adequacy of deterrence as a strategy for conflict management. Janis is assisting Lebow with an assessment of the degree to which strategic systems and doctrines place unrealistic psychological demands on decision makers. The second project, a collaboration with the American Academy of Arts and Sciences, is under the direction of Kurt Gottfried, a professor of physics. Also supported by the Ford and John D. and Catherine T. MacArthur foundations, Gottfried and associates are assessing the ability of the two superpowers' strategic command and control systems to cope with crisis situations. The conclusions will be summarized in a pamphlet that will be translated into a number of languages and widely distributed.

Irving Janis, professor emeritus of Yale University and psychology professor at the University of California at Berkeley, is studying individual and group decision making during crises since the end of World War II. Richard Ned Lebow, professor of government at Cornell University (see above), is assisting Janis with an analysis of the key international crises that have occurred since the beginning of the nuclear era. These cases are being used by Janis to test and refine his and others' hypotheses about factors that contribute to individual and group misjudgment and miscalculation in crisis situations. In addition to the monographs that will result from their individual research, Janis and Lebow will write a joint book that will offer practical advice to those with responsibility for avoiding or managing crises. The Corporation's grant will cover research, travel, salary, and other expenses involved with the study.

National Academy of Sciences**\$60,000**

For some years the National Academy of Sciences has sponsored a Committee on International Security and Arms Control (CISAC), which has brought together leading physical scientists in the United States around the issue of nuclear war. The Committee meets regularly with a parallel group from the Soviet Academy of Sciences. Now planning for another committee, comparable to CISAC but addressing the potential contributions of the social sciences to the prevention of nuclear war, has begun with Corporation support. Called the Committee on the Behavioral and Social Sciences and Nuclear War, its major purpose will be to collect and synthesize important work in the field and to communicate this work to policy communities and the interested public. This grant is contributing toward the first eight months of the Committee's work.

National Academy of Sciences**\$200,000**

Early in 1984, the Corporation made a grant enabling the Institute of Medicine of the National Academy of Sciences to plan a major international symposium to review the current evidence about the health consequences of nuclear war. The planning effort, chaired by Robert Marston, president of the University of Florida, resulted in a four-day symposium, which was held in Washington, D.C., in September. The products of the symposium have been disseminated to the international scientific and governmental communities and to the general public as an authoritative source of facts and well-informed speculation about health and human survival in the world following a nuclear exchange. The publications highlight areas in which estimates of environmental and health effects have been changing in the past few years as the result of on-going scientific research. These include indirect effects, intermediate-term effects, and health-related effects on persons living far away from the war zones. Most of the costs of preparing for and holding the symposium and disseminating the reports were underwritten by this grant.

International Council of Scientific Unions

\$150,000

The Scientific Committee on Problems of the Environment of the International Council of Scientific Unions (ICSU) has undertaken a multinational scientific study of the long-term environmental consequences that would follow a range of conceivable uses of nuclear weapons. The research topics for the study, “The Environmental Consequences of Nuclear War,” include estimates of the projection of smoke and dirt into the atmosphere by nuclear explosions; the extent of reduction in the amount of light reaching the earth and the effects of reduced light on climate; and the range of possible variations in the duration, severity, and global distribution of these climatological effects. A series of 15 international workshops was held in order to review the evidence on these topics and to consider reports of research undertaken with ICSU support at participating laboratories. The final report will be summarized and translated into many languages and distributed throughout the world. The Rockefeller Brothers Fund and the Andrew W. Mellon, W. Alton Jones, and General Service foundations have also contributed to this study.

Discretionary Grants

<i>American Academy of Arts and Sciences</i> , for planning research on the process of international negotiation	\$25,000
<i>Independent Commission on Disarmament and Security Issues</i> , toward a meeting in the United States to consider new approaches to East-West arms negotiations	\$25,000
<i>Association of the Bar of the City of New York Fund</i> , toward a study of a new approach to arms control and disarmament	\$40,000
<i>Pugwash Conferences on Science and World Affairs</i> , for a workshop on crisis prevention and control in Africa	\$25,000
<i>University of North Carolina at Chapel Hill</i> , for planning an interuniversity program on international and security studies	\$24,500
<i>Social Science Research Council</i> , for evaluation of its Program in International Peace and Security Studies	\$ 9,000
<i>Resources for the Future</i> , toward a study of the International Atomic Energy Agency	\$25,000
<i>American Academy of Arts and Sciences</i> , toward support of a study on weapons in space	\$21,500
<i>Forum Institute</i> , toward a study of foundation grant making concerned with international security and the prevention of war	\$15,000

Columbia University**\$1,500,000**

In the 1970s, the study of the Soviet Union, along with "area studies" more generally, underwent a decline in this country. To help reverse this trend, W. Averell Harriman, former governor of New York and ambassador to the Soviet Union, in 1982 committed \$10 million to Columbia University as an endowment to the Russian Institute, which was renamed the Harriman Institute for Advanced Study of the Soviet Union. Since then, several foundations have made generous grants to the Harriman Institute for studies of Soviet international behavior, Russian and Soviet history and culture, and Soviet and East European affairs. The Corporation has awarded this three-year grant for a multifaceted program of research and training in Soviet security, an area of scholarship considered crucial to reducing the chances of nuclear war. The plan features an individually tailored fellowship program designed to augment the current handful of truly expert specialists on Soviet security matters. In addition, the Institute will encourage clusters of dissertation research among its fellows and among Columbia's regular graduate students on priority topics. Other activities include year-long visits by senior scholars or officials to complete research and writing on Soviet security policy issues and regular seminars on arms control operating in collaboration with Columbia's Institute on War and Peace Studies.

Brookings Institution**\$750,000**

The Foreign Policy Studies Program of the Brookings Institution has a 15-year record of producing rigorous and influential analyses of U.S. military and security policies and budgets. Its best-known product has been the defense policy and budget chapter of Brookings' annual analysis of the federal budget, *Setting National Priorities*. The Program has also examined the factors affecting the Soviet Union's security policies. Four experts in various aspects of the Soviet military, economy, and foreign policy now conduct the Program's research on Soviet affairs. In addition, the Program calls upon the scholars at other institutions or visiting at Brookings for limited periods of time. Taken together, their research is strengthening the knowledge base on which the United States can manage its strategic relationships with the Soviet Union. The Program also runs a Washington Forum on Soviet Affairs, which brings the Brookings group together monthly with other top Soviet scholars and with key officials within the executive, the military, and other branches of government. This grant is providing major support for the Program's work in the Soviet area over the next three years.

University of California, Berkeley**\$599,675**

Improvement of U.S.-Soviet relations requires both much better mutual understanding of each other's concerns and intentions and more reliable communication of time. The Berkeley-Stanford Program on Soviet International Behavior and the Institute of International Studies of the University of California at Berkeley, are

working together to examine the recent evolution of Soviet perspectives and policy on critical problems they face in the international environment. George W. Breslauer, chairman of the Berkeley-Stanford Program, and his colleagues are attempting to understand the Soviet Union's behavior in other areas during the 1970s and 1980s and the factors that might influence their future actions. The Institute is conducting research on the local and regional influences on Soviet opportunities and difficulties in Africa, the Middle East, and Latin America and examining the prospects for U.S.-Soviet cooperation. At least one major comparative volume on Soviet policy and behavior across regions is expected to result from the collaboration. Corporation funds are supporting work by both the Program and the Institute on this effort over the next three years.

Institute for East-West Security Studies

\$300,000

The Institute for East-West Security Studies is a New York-based independent center for research, dialogue, and publication on East-West security problems. It aims to improve understanding of the security needs and interests that lie behind the national policies of NATO and Warsaw Pact countries. The Institute sponsors a Resident Fellows Project, which brings specialists on loan from the foreign ministries, defense ministries, and various research institutions for a year at the Institute's headquarters. Conferences, seminars, publications, and other activities expose the Fellows' work to scholars and policymakers. The Institute was designed to have two distinct but parallel programs: a European Program and a U.S.-Soviet Relations Program. The European Program was established first. The Corporation is now supporting development of the U.S.-Soviet Program. The developmental stage entails a number of activities to expand the Institute's expertise in the Soviet area and to intensify its contacts with Soviet officials, which it hopes will lead to full-scale Soviet participation. The Rockefeller Brothers Fund and an individual contributor are also supporting the initiation of the U.S.-Soviet Program.

International Research and Exchanges Board

\$93,100

The development or improvement of methods and institutional arrangements for the prevention or settling of regional crises is considered by some analysts as important as arms control in reducing the likelihood of a nuclear exchange between the major powers. To address the issue of crisis prevention and management, a Joint Study on Crisis Prevention and Settlement was initiated in 1984 by the Avoiding Nuclear War Project of the John F. Kennedy School of Government at Harvard University and by the Institute of USA and Canada of the Soviet Academy of Sciences. It is structured as an activity of the joint Commission on the Humanities and Social Sciences of the American Council of Learned Societies and the Soviet Academy of Sciences, which is administered in the United States by the International Research and Exchanges Board. Cochaired by Graham Allison, dean of the Kennedy School, and Georgy Arbatov, director of the Institute of USA and Canada, the Joint Study is the only existing U.S.-Soviet exchange concerned spe-

cifically with crisis prevention and settlement. The Joint Study also sponsors research visits by individual scholars. The Corporation is supporting the travel and meeting costs of the Joint Study over 22 months.

Aspen Institute for Humanistic Studies

\$170,000

At present no member of the U.S. Senate or House of Representatives is a recognized specialist on the Soviet Union and U.S.-Soviet relations. Given the importance of the decisions that the Congress must make about a wide range of issues relating to the Soviet Union, this is a serious handicap. Former Senator Dick Clark, who is currently a senior fellow at the Aspen Institute for Humanistic Studies, intends to recruit a bipartisan group of senators and representatives to participate in a sustained educational process, which, it is hoped, will foster understanding of the Soviet Union and U.S.-Soviet relations. This grant is supporting a nine-month exploration of the feasibility of such an educational program. The Aspen Institute is sponsoring breakfast meetings to enable participants to discuss special issues with experts. It will supplement these with a set of readings from key books and articles. A plan for a series of longer semiannual meetings, to begin in the spring of 1986, is expected to result.

Aspen Institute for Humanistic Studies

\$115,000

In early 1985, two three-day conferences were held for a bipartisan group of legislators, executive branch policymakers, and leading authorities on U.S.-Soviet relations to consider the current state of U.S.-Soviet relations. Under the direction of former Senator Dick Clark, a senior fellow at the Aspen Institute for Humanistic Studies, "U.S.-Soviet Relations: Planning for 1985 and Beyond" permitted high-level discussion of such critical topics as arms control negotiations, detente, economic relations, and cultural and other exchanges. Grants from the Corporation and the Alfred P. Sloan and George Gund foundations contributed to the costs of preparing and convening the conferences, which were held at the Aspen Institute's Wye Plantation in Maryland.

University of California, San Diego

\$100,000

The Department of Communication at the University of California at San Diego, and the Roosevelt Center for American Policy Studies, in cooperation with KPBS-TV, the San Diego public television station, developed an interactive videocast with the state television of the Soviet Union on the occasion of the 40th anniversary of the end of the Second World War in Europe. The simulcast, "Remembering War," allowed participants in both nations to share their memories of World War II and their experiences during it. It also enabled each nation to educate the other about its involvement in the war through documentary and narrative films, montages of photographs, and other techniques. Corporation funds helped to offset the production and postproduction costs of the first simulcast in the series.

Columbia University

\$45,800

Seweryn Bialer, director of Columbia University’s Research Institute on International Change, is undertaking a study of the psychology and political culture of Soviet-American relations. He is examining both American and Soviet perceptions of each other and the underlying psychological factors that influence these perceptions. His research will be based largely on interviews with national leaders in the United States, the Soviet Union, and Eastern Europe. In analyzing these interviews, Bialer will try to predict the future of U.S.-Soviet relations and will explore the possibilities for developing a less dangerous U.S.-Soviet relationship. This grant is supporting Bialer’s research as he completes the preparation for a book.

Discretionary Grants

<i>Aspen Institute for Humanistic Studies</i> , toward support of a project on East-West relations	\$25,000
<i>Institute for Advanced Study</i> , toward support of activities concerned with U.S.-Soviet relations	\$25,000
<i>Peace and Common Security</i> , toward a study of the psychology of the U.S.-Soviet arms race	\$24,625
<i>Rand Corporation</i> , for research and training on managing U.S.-Soviet conflict	\$25,000
<i>Woodrow Wilson International Center for Scholars</i> , for support of a meeting of U.S. and Soviet policymakers	\$13,320

Education of the public

New York University

\$250,000

Public understanding of national security matters depends to a large extent on information and interpretations provided by the media, which historically have played a significant role in shaping American public opinion on many issues. Media organizations, however, often do not have the expertise to make independent judgments about the complex interactions among technological military, strategic, and political aspects of nuclear weaponry and how these factors affect governmental decision making on national security. Scholars and media professionals in the Department of Journalism and Mass Communication at New York University have begun a program of research and evaluation of newspaper, radio, and television reporting of security and East-West topics, with a view toward publicizing their findings with the press and public alike. Such monitoring, it is hoped, will encourage journalists and news broadcasters to be more accountable for their performance and provide both motivation and models for improvement. This work is being organized under the new Center for the Study of War, Peace, and the News Media. The Corporation has made a three-year grant to launch the Center.

Scientists' Institute for Public Information	\$200,000
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Scientists' Institute for Public Information (SIPI) was established in 1963 by a group of scientists interested in increasing public understanding of science and of scientific aspects of current affairs. Its primary activity, the Media Resource Service (MRS), offers media representatives free referrals to scientists. In recognition of the increasing demand by journalists for expert information and opinion on military technology as it relates to national security and arms control, the Ford and W. Alton Jones foundations and the Comdisco Financial Services Corporation supported the formation of the MRS to begin to address this area. This grant is expanding the capacity of the service to deal with the large number of requests for information and also is enabling SIPI to run several small, informal workshops on security issues for the press and specialists. The Ford and W. Alton Jones foundations have renewed their support.

Parliamentarians for World Order Conference Fund	\$100,000
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Parliamentarians for World Order (PWO) is a membership organization of 600 legislators from 31 countries dedicated to the promotion of peace and international security. In 1983, PWO developed a plan to enlist the heads of non-nuclear states to intercede with the leaders of the major powers and of China, France, and the United Kingdom. A summit meeting of the heads of government of six participating non-nuclear nations took place in New Delhi, India, in January 1985. The Delhi Declaration that emerged from this meeting called for an "all-embracing halt to the testing, production, and deployment of nuclear weapons and their delivery systems." Members of the subsequent Five Continents Peace Initiative visited the leaders of all five nuclear powers urging them to heed the Declaration. The Peace Initiative is intended eventually to become a "global coalition" of heads of state, religious and other leaders of international standing, and influential international organizations. The Parliamentarians for World Order Conference Fund is PWO's educational arm. This grant contributed toward the Fund's 1985 activities in the United States aimed at bringing problems of nuclear proliferation and the arms race to the attention of the American public and promote the involvement of non-nuclear nations in negotiations about nuclear weapons.

Discretionary Grant

<i>Educational Broadcasting Corporation</i> , toward development of a television series on U.S.-Soviet relations	\$25,000
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SPECIAL PROJECTS

The grants described as special projects fall outside the foundation’s four specific programs. They include renewed support of projects identified with previous grant programs; exploration of new ideas that do not fit current program rubrics; grants that reflect broad concerns rather than specific program priorities; and the foundation’s long-standing interests in strengthening the nonprofit sector and in improving communication in fields related to the Corporation’s programs.

Minority issues

National Academy of Sciences	\$250,000
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In 1984, the Commission on Behavioral and Social Sciences and Education of the National Academy of Sciences appointed a 15-member Committee on the Status of Black Americans to collect the best existing descriptive data on the changes that have occurred since World War II in five broad areas: education, economic status, political participation, health, and social and cultural integration. Relevant data and research findings will be identified, assembled, and analyzed by five working groups corresponding to the five major substantive areas for incorporation into the Committee’s report. The results are expected to be released in mid-1987. In some cases, a more detailed report will be prepared for publication as a separate volume. This 30-month grant, in addition to funds from a number of other foundations, is supporting the Committee’s work.

Claremont University Center and Graduate School	\$302,000
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Although Chicanos (those of Mexican-American heritage) in the United States are beginning to participate in private and public sector activities, their capacity to influence policy development remains very limited. The Tomás Rivera Center, a National Institute for Policy Studies based at the Claremont University Center and Graduate School, was established in January 1985 to conduct policy analysis in a wide range of areas that affect Chicanos and to make recommendations that will enable them to participate more fully in public policy dialogues central to their concerns. The new Center is directed by Arturo Madrid, former director of the federal Fund for the Improvement of Postsecondary Education and now a professor of Spanish at the University of Minnesota. Activities include the production of policy studies on key issues, identification and training of researchers with special capabilities to perform policy analysis on Chicano issues, conferences, and development of a research agenda. The Center will initially work in the field of education. The Corporation’s grant paid for the costs involved with establishing the Center and for the first nine months of operation.

Stanford University

\$120,000

Despite the growing number of Hispanics in the mainland United States, statistical information about them is limited, and studies of differences among Hispanic subgroups are virtually nonexistent. Four universities with strong Hispanic research centers have established an Inter-University Program for Latino Research. Coordinated by Stanford University, the Program is encouraging systematic communication and cooperation among the centers and the development of joint research projects on subjects such as regionalism and labor markets, language and culture, demography, and politics. The four centers are the Center for Chicano Research at Stanford University, the Chicano Studies Research Center of the University of California at Los Angeles, the Center for Mexican American Studies at the University of Texas at Austin, and the Centro de Estudios Puertorriqueños at Hunter College of the City University of New York. A previous Corporation grant provided partial support for the planning phase of the Program. This new grant, along with contributions from the Ford and Tinker foundations, is supporting the Program over the next three years.

National Association for Equal Opportunity in Higher Education

\$225,000

In recent years, there has been no organization that systematically collects and makes available data on the status of historically black colleges or on general trends in the higher education of blacks. To fill this information gap, the National Association for Equal Opportunity in Higher Education (NAFEO), the membership organization of historically and predominantly black colleges that was organized in 1969, has established a research office on black higher education. The office will construct a data base on historically black colleges, link it with the data base for prior years developed by the National Advisory Committee, keep data current, and chart the trends. Reports on its findings will be generated and papers on selected topics commissioned. The Glenmede Trust Company awarded NAFEO a challenge grant of \$225,000 for three years for the research office, which has been matched with funds from the Corporation and the Charles Stewart Mott Foundation.

Puerto Rico Community Foundation

\$500,000

The Puerto Rico Community Foundation was established in 1985 with funds from the Corporation and the Ford and Rockefeller foundations. In addition to making grants, the Foundation will sponsor basic studies of island problems and opportunities so that reliable information and constructive program ideas will be widely available. The Foundation's programs will focus on education, health care, job training, housing and community development, the arts, and social services for those with special needs. It will also work for the development of incentives for private giving on the island. The Corporation's funds will be used for grants toward the advancement of education and toward research on maternal and child health.

First Nations Financial Project

\$264,250

First Nations Financial Project provides native Americans with models for reservation economic development. Rebecca Adamson, president and founder of the Project, has worked extensively with five tribes (the Chippewa, Navajo, Ogalala Sioux, Winnebago, and Zuni) that wish to develop management expertise. In collaboration with Yale University’s School of Organization and Management, Adamson designed a master’s degree program that will enable these five tribes to sponsor one student each for advanced training in both public and private management techniques. First Nations will be responsible for the overall administration of the program and will serve as an “adjunct professor” for it. The Yale School will designate one of its faculty members as the faculty advisor for the program, to coordinate the curriculum, independent research, and the students’ progress through the program. In the first year of the program, students will undertake a case study of the reservation economy and, in the second year, the creation of a tribal economic sufficiency plan. Following receipt of the degree, the students, recruited from a national pool, will become tribal employees for at least one year. The Corporation’s two-year grant for the degree program is supplemented by smaller grants from the Exxon Education Foundation, CBS Inc., and the Prudential Foundation.

Lawyers’ Committee for Civil Rights Under Law

\$200,000

The Voting Rights Project of the Lawyers’ Committee for Civil Rights Under Law is concerned particularly with monitoring how the U.S. Department of Justice responds to violations of the Voting Rights Act and conducts litigation to prevent the implementation of potentially discriminatory changes in election laws and redistricting plans. Under the direction of Frank R. Parker, the Project provides public education and technical assistance, such as training conferences for attorneys on successful litigation strategies in voting rights cases. During the next two years, this grant, along with funding from a number of other foundations, will enable the Project to continue its program of monitoring and litigation and to undertake several new research and education activities, including a comprehensive study of voting rights enforcement under the Reagan administration.

Discretionary Grants

<i>California Rural Legal Assistance Foundation</i> , for education advocacy on behalf of Chicanos in the public schools	\$25,000
<i>Citizens’ Commission on Civil Rights</i> , for support of a study of restrictive voter registration practices in the Southwest	\$25,000
<i>Southern Regional Council</i> , toward support of the Southern Legislative Research Council	\$25,000
<i>Native American Rights Fund</i> , support for a self-evaluation meeting	\$10,200

Urban Institute

\$225,000

Private, nonprofit organizations are a principal vehicle through which private resources are applied to the pursuit of public purposes. Little is understood, however, about their basic scope, direction, and function or about the extent to which they have become involved in the operation of public programs and are financed by government. Under the direction of Lester Salamon of the Urban Institute's Center for Public Management and Economic Development Research, a research team has been conducting for the past three years an empirical study of the relationship between government—particularly the federal government—and nonprofit organizations and developing a solid basis for an understanding of the field (excluding hospitals and higher education). The researchers have monitored developments within nonprofit organizations in 16 different sites around the country ranging from rural areas to large cities. In addition, they have collected data through mail surveys of 6,868 organizations, case studies, and other means. Early findings from the analysis of these data indicate that the nonprofit sector appears to represent a far more significant economic force than had been assumed, with the annual spending in the sector estimated to be about \$131 billion as of 1982, and that only about 30 percent of the clientele are poor. The data suggest that the nonprofit sector warrants far more attention than it has received in the debates over how best to address human needs. The Corporation renewed its support for the final year of data gathering, analysis, and dissemination of reports.

National Committee for Responsive Philanthropy

\$70,000

The National Committee for Responsive Philanthropy (NCRP) was established in 1976 to foster changes in private philanthropy in an attempt to make it more accessible and accountable to public interests. Through research, advocacy activities, and information dissemination, NCRP has focused on two broad goals: encouraging funders to give greater support to minority-run charities, women's organizations, environmental groups, and other community-based or advocacy organizations and increasing access to organized philanthropy. In the past few years, NCRP has concentrated its efforts on opening up workplace charitable solicitation to the types of charities it represents. The Corporation had made three previous grants for the work of NCRP and has renewed its support for a three-year period.

Discretionary Grants

<i>Facing History and Ourselves</i> National Foundation, toward development and dissemination of a school curriculum on volunteerism and the nonprofit sector	\$25,000
<i>National Charities Information Bureau</i> , toward support	\$25,000

Project on an Aging Society

\$408,500*

In 1900, only 3 percent of America's population was over 65 years of age. Since then the figure has risen to 12 percent. If current trends continue, in 50 years 20 percent of the population will be over age 65. Since 1982, Alan Pifer, president emeritus and senior consultant of the Corporation, and Lydia Brontë, consultant and project staff director, have been exploring the private and public policy implications of an aging society. The Project's activities have consisted primarily of a series of conferences, which have brought together scholars, advocates, and policymakers with diverse expertise. Topics addressed at the conferences have included intergenerational equity, the human implications of an aging workforce, and societal aging in Western Europe and the United States. This appropriation continues the Project through 1985. A book that describes the aging of American society, analyzes the implications for U.S. social and economic institutions, and presents the need to reconceptualize age groups, their experiences, and their roles, will be published in April 1986.

National Conference on Social Welfare

\$350,000

In 1983, the Project on the Federal Social Role was established under the auspices of the National Conference on Social Welfare to analyze the appropriate role of the federal government in providing for the welfare of American citizens. The Project's activities include meetings and university-based seminars, which are expected to result in a number of publications, and commissioned monographs on aspects of the topic. Alan Pifer, Project chair, and Forrest Chisman, staff director, plan to write a book at the conclusion of the Project, setting forth broad principles for the future direction of federal social policy. The Corporation's previous contributions total \$185,000. This final grant, along with funds from a number of other foundations, is providing support for the Project.

Discretionary Grants

<i>University of California, Los Angeles</i> , toward support of the 1985 General Conference of the International Association of Universities	\$25,000
<i>Coalition of Labor Union Women Center for Research and Education</i> , toward support	\$25,000
<i>Education Writers Association</i> , for program, organizational, and financial planning activities	\$25,000
<i>Harvard University</i> , toward the development of a new approach to resolution of multiple-party disputes	\$25,000
<i>National Academy of Public Administration</i> , toward a project on the Presidential appointment system	\$25,000

*Project administered by officers of the Corporation.

<i>Lyndon Baines Johnson Foundation</i> , for analysis of the effects of certain Great Society programs	\$20,000
<i>American Psychiatric Association</i> , for publication of an Institute of Medicine report on research on mental illness and addictive disorders	\$18,600

PROGRAM DEVELOPMENT AND EVALUATION FUND

The Program Development and Evaluation Fund enables officers to explore potential new program directions. It also allows them to follow up grant commitments with objective reviews of what has been learned. The following allocations, totaling \$174,572, were made from the Fund in 1984-85:

For a conference of junior and senior high school principals on the problems and needs of urban schools	\$ 9,280
For a report on computer-assisted language learning for limited-English-proficient children	\$ 8,000
For the expenses of an advisory group for the Corporation's program on the prevention of damage to children	\$10,500
For a meeting to assess the current status of family day care	\$ 2,300
For an evaluation of the National Black Child Development Institute	\$19,397
For a meeting on the prevention of injury in childhood	\$10,800
For a consultant to evaluate the activities of Western Service Systems	\$ 2,600
For the expenses of an advisory group for the Corporation's program concerned with strengthening human resources in developing countries	\$26,500
For a series of seminars for Corporation staff on strengthening human resources in developing countries	\$ 1,472
For a report on the conference on meeting the health needs of the U.S.-Mexico border population	\$ 1,989
For a report on health activities in the U.S. foreign assistance program	\$ 1,575
For planning the U.S. dissemination of the Second Carnegie Inquiry into Poverty and Development in Southern Africa	\$ 8,000
For exploration of U.S. distribution of films made in connection with the Carnegie Inquiry into Poverty and Development in Southern Africa	\$ 3,489
For a study of models for a South African rural legal services program	\$15,000

For a conference report on the role of scientific and engineering societies in development	\$ 4,170
For consultants on basic education for health in eastern and southern Africa	\$12,000
For the expenses of an advisory group for the Corporation's program concerned with avoiding nuclear war	\$25,000
For a meeting on the implications for U.S. policy of changes in Soviet leadership	\$ 1,500
For a meeting to discuss Corporation-supported work on international crisis stability, escalation, and management	\$ 8,500
For a consultant to write a concept paper for a national program of international studies	\$ 2,500

PUBLICATIONS RESULTING FROM GRANTS

In 1984-85, a number of books and pamphlets reporting the results of projects funded wholly or in part by Carnegie Corporation were published by commercial and university presses and by research organizations. This list does not include papers published in scientific professional journals; nor does it include newspaper and magazine articles.

Three publications addressed issues in education for a scientific and technological society:

Education for the Manufacturing World of the Future, National Academy of Engineering (National Academy Press)

Information Technologies and Social Transformation, by Bruce R. Guile (National Academy Press)

Science as a Way of Knowing: II — Human Ecology, An ongoing project of the Committee on Education of the American Society of Zoologists (American Society of Zoologists)

One publication resulted from the Corporation's interest in strengthening human resources in developing countries:

Women . . . a World Survey, by Ruth Leger Sivard (World Priorities)

Three books emerged from the Corporation's avoiding nuclear war program:

Hawks, Doves, & Owls, edited by Graham T. Allison, Albert Carnesale, and Joseph S. Nye, Jr. (W.W. Norton)

Nuclear Proliferation Today, by Leonard S. Spector (Vintage Books)

Strategic Command and Control, by Bruce G. Blair (The Brookings Institution)

A number of books reflect the Corporation's former grant programs:

American Indians in Higher Education, by Paul E. Resta and Thomas R. Hopkins (University of New Mexico)

Beginnings: The Social and Affective Development of Black Children, edited by Margaret B. Spencer, Geraldine K. Brookins, Walter R. Allen (Lawrence Erlbaum Associates)

Blacks in College, by Jacqueline Fleming (Jossey-Bass)

The Methods and Findings of Quality Assessment and Monitoring: An Illustrated Analysis, by Avedis Donabedian (Health Administration Press)

Presidents Make A Difference: Strengthening Leadership in Colleges and Universities, a report of the Commission on Strengthening Presidential Leadership (Association of Governing Boards of Universities and Colleges)

The Shopping Mall High School, by Arthur G. Powell, Eleanor Farrar, and David K. Cohen (Houghton Mifflin)

Toward Equity: An Action Manual for Women in Academe, by Karen Bogart (Association of American Colleges)

REPORT ON FINANCE AND ADMINISTRATION



REPORT OF THE TREASURER

The annual financial statements and additional financial tabulations for Carnegie Corporation of New York appear on pages 80 through 110. The following comments highlight and supplement the information presented therein.

Investment matters

The Corporation’s principal investment objective is to achieve long-term total return, consisting of capital appreciation as well as dividend and interest income, sufficient to maintain the purchasing power of the endowment while continuing to support the program of the Corporation. To monitor experience relative to this objective, a monthly index of total return on the portfolio is calculated. The index shows a total return of 18.0 percent for the fiscal year ended September 30, 1985. Total return for the latest five fiscal years has been 15.4 percent, compounded on an annual basis.

On September 30, 1985, the market value of the Corporation’s investments was \$564.4 million, compared with \$503.9 million at the end of fiscal 1984.

The table below shows the composition of investment assets at year-end.

Investment assets on September 30, 1985			
	Market value	Percent of total	Prior year percent of total
Main portfolio:			
Equities			
Common stocks	\$277,326,259	49.2%	39.6%
Convertible securities	13,442,313	2.4	2.7
Fixed income securities			
Short term	46,903,313	8.3	18.6
Intermediate and long term	178,862,065	31.7	29.7
Limited partnerships	39,702,354	7.0	7.5
Other	8,148,589	1.4	1.9
	<u>\$564,384,893</u>	<u>100.0%</u>	<u>100.0%</u>

During the 1985 fiscal year the Corporation took steps to increase its investments in non-U.S. securities, with the objective of enhancing the overall rate of investment return. On September 30, 1985, approximately 13 percent of the Corporation's investment assets was invested in foreign securities and currencies.

The Corporation's trustees delegate investment decisions concerning publicly traded securities to investment managers who operate within investment policies and standards set by the trustees. The finance and administration committee of the board of trustees meets periodically with the investment managers.

While delegating authority for individual investment decisions to outside managers, the trustees retain ultimate responsibility for investment policy, including policy relating to the public responsibilities of the corporations represented in the investment portfolio. To facilitate the application of policy to specific circumstances raised by corporate proxy resolutions, the trustees have endorsed the following voting procedures:

The Corporation's treasurer receives and reviews all proxy statements and votes proxies of a routine nature.

Proxy statements which contain resolutions related to corporate governance or public responsibility are referred to the finance and administration committee which then decides, on behalf of the full board of trustees, how the proxies will be voted. Trustee action on proxy issues is not limited to a positive or negative vote on each proposal, however. It may involve written or oral communication with senior officers of corporations whose securities are held in the Corporation's portfolio.

Shortly before the end of the 1985 fiscal year, the chairman of the finance and administration committee appointed an *ad-hoc* trustee committee on South Africa investment policy. The committee was asked to consider what actions the Corporation might take regarding its investments in corporations operating or investing in South Africa and to make recommendations related thereto. The committee expects to deliver a report to the finance and administration committee during the first half of the 1986 fiscal year.

The Corporation's income

The income from investments for the year ended September 30, 1985, was \$36,614,960, compared with \$32,241,625 the preceding year. Investment expenditures, consisting primarily of asset management fees, amounted to \$1,677,825 in 1984-85, versus \$1,312,160 a year earlier. Net investment income, when combined with other income, produced total income of \$34,965,980.

Appropriations and expenditures

A total of \$26,391,892 was appropriated in fiscal 1985 for grants and for projects administered by the officers. This was a 31 percent increase over the corresponding figure for the prior year.

Any balance held by a grantee or by the Corporation after a project has been completed or terminated is customarily refunded to the Corporation or cancelled. Refunds and cancellations are listed on page 110 as adjustments of appropriations

and amounted to \$257,505 for the year ended September 30, 1985. Net appropriations, therefore, were \$26,134,387. A complete list of grants and other appropriations is shown on pages 86 through 110.

Expenditures for general administration, program management, and direct charitable activities, as shown on page 85, were \$4,426,605 in fiscal 1985, compared with \$3,644,270 in the previous fiscal year. As the footnote to the schedule on page 85 indicates, a substantial portion of these expenditures (\$1,130,232, or 25.5 percent) were allocated to direct charitable activities, activities that constitute services provided directly to other charitable organizations, governmental bodies, and the general public. Examples of such services are (1) providing assistance to grantees and potential grantees on technical matters unrelated to the making of grants, (2) conducting educational conferences, (3) publishing and disseminating educational materials, and (4) serving on boards of other charitable organizations or public commissions.

Under the provisions of the Tax Reform Act of 1969, Carnegie Corporation is subject to a federal excise tax on investment income and realized capital gains. The estimated tax for 1984-85 is carried as a current liability of \$1,175,826 and consists of a \$679,430 provision for taxes on investment income, less a reduction in prior year liability of \$59,607, and a \$496,396 provision for taxes on realized capital gains. The latter tax is charged to the principal fund. In addition, the balance sheet contains a deferred tax liability of \$1,253,731, representing the potential tax on investment gains as yet unrealized.

Ten-year financial summary

The table of financial data presented below shows the growth of investment assets, income, appropriations, and other expenditures over the ten fiscal years ended September 30, 1985. The significant rise in the market value of investment assets over the past four fiscal years has provided the basis for a sharp increase in appropriations in fiscal 1984 and 1985. Increased investment income, resulting largely from investments in high-yielding fixed income securities, has not only funded the higher level of appropriations and other expenses but has also returned excess income to the principal fund to offset inflation and withdrawals made in the early 1970s during less favorable investment periods.

Ten-year financial summary (in thousands)

Fiscal year ended September 30	Market value of investments at year end	Total income	Appropriations for grants, studies, and projects — net	Other expenditures	Excess (deficiency) of income over expenditures
1985	\$564,384.9	\$34,966.0	\$26,134.4	\$5,085.2	\$3,746.4
1984	503,943.0	30,985.8	19,535.2	4,230.7	7,219.9
1983	515,709.1	27,170.2	13,231.1	3,921.4	10,017.7
1982	380,698.9	21,874.9	14,341.9	3,595.8	3,937.2
1981	334,998.6	17,149.0	12,146.4	3,074.9	1,927.7
1980	345,502.1	18,586.3	11,464.3	2,704.4	4,417.6
1979	294,487.2	18,613.6	12,225.8	2,504.4	3,883.4
1978	284,500.7	16,457.1	11,844.9	2,198.6	2,413.6
1977	271,999.6	14,575.3	12,529.2	2,531.6	(485.5)
1976	280,134.1	12,754.6	12,802.2	2,628.0	(2,675.6)

Audit by independent accountants

The bylaws provide that the Corporation's accounts are to be audited each year by an independent public accountant. Accordingly, the firm of Peat, Marwick, Mitchell & Co. examined the Corporation's financial statements for 1984-85. The Corporation's financial statements and related schedules, together with the auditor's opinion letter, appear on the following pages.

Opinion of independent accountants

The Board of Trustees
Carnegie Corporation of New York:

We have examined the balance sheets of Carnegie Corporation of New York as of September 30, 1985 and 1984, and the related statements of changes in fund balances for the years then ended. Our examinations were made in accordance with generally accepted auditing standards and, accordingly, included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the aforementioned financial statements present fairly the financial position of Carnegie Corporation of New York at September 30, 1985 and 1984, and the changes in its fund balances for the years then ended, in conformity with generally accepted accounting principles applied on a consistent basis.

Our examinations were made for the purpose of forming an opinion on the basic financial statements taken as a whole. The supplementary information included in the schedules on pages 84 through 110 is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the examinations of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

Peat, Marwick, Mitchell & Co.

New York, New York
November 22, 1985

Balance sheets

September 30, 1985 and 1984

	1985	1984
Assets		
Investments, at market		
Equities	\$290,768,572	\$213,258,855
Fixed income	225,765,378	243,254,939
Limited partnership interests	39,702,354	37,925,084
Other	<u>8,148,589</u>	<u>9,504,113</u>
	564,384,893	503,942,991
 Cash	 390,424	 524,791
Program-related investments (net of allowance for possible losses of \$333,814 in 1985 and \$295,000 in 1984)	<u>333,813</u>	<u>295,000</u>
Total assets	<u><u>\$565,109,130</u></u>	<u><u>\$504,762,782</u></u>
 Liabilities and fund balances		
Liabilities		
Unpaid appropriations	\$20,298,288	\$15,824,344
Federal excise tax payable		
Current	1,175,826	1,509,684
Deferred	<u>1,253,731</u>	<u>686,870</u>
Total liabilities	<u>22,727,845</u>	<u>18,020,898</u>
 Fund balances		
Income	—	—
Principal	<u>542,381,285</u>	<u>486,741,884</u>
Total fund balances	<u>542,381,285</u>	<u>486,741,884</u>
Total liabilities and fund balances	<u><u>\$565,109,130</u></u>	<u><u>\$504,762,782</u></u>

See accompanying notes to financial statements.

Statements of changes in fund balances
for the years ended September 30, 1985 and 1984

Income fund	1985	1984
Income		
Interest and dividends	\$36,614,960	\$32,241,625
Less investment expenditures	<u>1,677,825</u>	<u>1,312,160</u>
Net investment income	34,937,135	30,929,465
Other	<u>28,845</u>	<u>56,348</u>
Total income	<u>34,965,980</u>	<u>30,985,813</u>
Expenditures		
Provision for federal excise tax	619,823	617,621
General administration, program management, and direct charitable activities — see notes 2 & 3	4,426,605	3,664,270
Grant appropriations (net of refunds and cancellations of \$256,224 in 1985 and \$607,085 in 1984)	24,944,922	18,967,451
Appropriations for projects administered by the officers (net of refunds and cancellations of \$1,281 in 1985 and \$8,049 in 1984)	1,189,465	567,788
Provision for possible losses on program-related investments	<u>38,814</u>	<u>(51,250)</u>
Total expenditures	<u>31,219,629</u>	<u>23,765,880</u>
Excess of income over expenditures	3,746,351	7,219,933
Transfer to principal fund	<u>(\$3,746,351)</u>	<u>(\$7,219,933)</u>

See accompanying notes to financial statements.

Principal fund	1985	1984
Expendable:		
Balance at beginning of year	\$351,405,016	\$365,376,614
Additions and deductions		
Net gain on investment transactions	24,611,050	44,603,151
Net realized gain on recovery of reversionary interests	3,548	2,923
Less applicable federal excise tax	(496,396)	(892,063)
Unrealized appreciation (depreciation) of investments net of deferred federal excise tax (credit) of \$568,183 in 1985 and (\$1,324,630) in 1984	27,774,848	(64,905,542)
Transferred from income fund	3,746,351	7,219,933
Total expendable, end of year	<u>407,044,417</u>	<u>351,405,016</u>
Nonexpendable (balance at beginning and end of year):		
Endowment	125,000,000	125,000,000
Legacy	<u>10,336,868</u>	<u>10,336,868</u>
Total nonexpendable	<u>135,336,868</u>	<u>135,336,868</u>
Total principal fund balance	<u>\$542,381,285</u>	<u>\$486,741,884</u>

See accompanying notes to financial statements.

Notes to financial statements

September 30, 1985 and 1984

(1) Summary of significant accounting policies:

The accompanying financial statements have been prepared substantially on the accrual basis of accounting and accordingly reflect all significant receivables and payables. However, investment income is recorded on a cash-collected basis, and fixed asset acquisitions are not capitalized but are charged against income in the year acquired. These two exceptions to the accrual basis of accounting have no material effect on financial position or changes in fund balances.

The resources of the Corporation are accounted for in two funds — income and principal. The principal fund consists of nonexpendable and expendable resources. Nonexpendable resources were received from Andrew Carnegie who, by the terms of the conveying instrument, stipulated that the principal may never be expended. Expendable resources represent net gains on investment transactions and reversionary interests, which are available to support activities in accordance with the provisions of the New York State Not-for-Profit Corporation Law.

(2) Retirement plans:

The Corporation purchases annuities for employees under the terms of a noncontributory, defined contribution retirement plan with Teachers Insurance and Annuity Association and College Retirement Equities Fund. Retirement plan expenses for the years ended September 30, 1985 and 1984, were \$335,944 and \$292,933, respectively.

In addition, the Corporation has established a noncontributory supplemental annuity plan which is administered by Teachers Insurance and Annuity Association and College Retirement Equities Fund. The contribution in the fiscal year ended September 30, 1985, to this plan for the plan year beginning January 1, 1984, was \$86,500. It is expected that a similar contribution for the plan year beginning January 1, 1985, will be made.

(3) Lease:

The Corporation leases office space under a 20-year lease expiring March 31, 1988. The basic annual rental is \$136,013 and is subject to escalation provisions for maintenance and taxes. Rental expense for 1985 and 1984 was \$386,892 and \$343,141, respectively.

Summary of investments held and income from investments*
for the year ended September 30, 1985

	Tax basis**	Market value	Excess (deficiency) of market value over tax basis	Income
Equities				
Common stocks	\$236,411,812	\$277,326,259	\$40,914,447	\$10,342,213
Convertible securities	12,654,532	13,442,313	787,781	1,019,164
Fixed income securities				
Short term	45,652,237	46,903,313	1,251,076	3,620,086
Intermediate and long term	165,730,903	178,862,065	13,131,162	19,567,544
Limited partnership interests	33,100,270	39,702,354	6,602,084	1,839,091
Other	8,148,589	8,148,589	—	226,862
	<u>\$501,698,343</u>	<u>\$564,384,893</u>	<u>\$62,686,550</u>	<u>\$36,614,960</u>

*A complete listing of securities is available upon written request.

**Tax basis is cost, except for limited partnership investments, which are carried at equity.

Schedule of general administration, program management, direct charitable activities, and investment expenditures *for the year ended September 30, 1985, with comparative totals for the year ended September 30, 1984*

	1985			1984
	General administration, program management, and direct charitable activities expenditures	Investment expenditures	Total	Total
Salaries	\$2,064,952	\$107,114	\$2,172,066	\$1,850,507
Investment advisory and custody fees	—	1,457,654	1,457,654	1,091,445
Employee benefits — note 2	822,190	42,064	864,254	632,476
Rent — note 3	350,077	18,159	368,236	343,141
Quarterly and annual reports	204,891	—	204,891	126,547
Travel	195,842	1,747	197,589	164,314
Trustees' honoraria and expenses	169,699	13,037	182,736	132,647
Postage, telephone, and messenger services	122,759	6,368	129,127	102,418
Office equipment, services, and supplies	110,576	5,783	116,359	83,371
Consultants	114,340	—	114,340	101,168
Conferences and meetings	88,105	4,570	92,675	66,114
Legal and accounting services	51,977	14,561	66,538	111,538
Computer	47,570	2,468	50,038	54,912
Copying and duplicating	39,381	2,043	41,424	55,177
Miscellaneous	23,990	1,244	25,234	14,805
Books and periodicals	19,531	1,013	20,544	20,850
Membership fees	725	—	725	25,000
	<u>\$4,426,605*</u>	<u>\$1,677,825</u>	<u>\$6,104,430</u>	<u>\$4,976,430**</u>

*Includes \$1,130,232 of direct charitable activities expenditures.

**Includes \$1,312,160 of investment expenditures.

Appropriations and payments

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Action for Children's Television 46 Austin Street Newtonville, Massachusetts 02160 <i>Support</i>	\$25,000		\$25,000	
Advocates for Children of New York 24-16 Bridge Plaza South Long Island City, New York 11101 <i>Development of a fundraising plan</i>	15,000		15,000	
<i>Activities concerned with the education of handicapped children and the effectiveness of junior high schools in New York City</i>	179,000		93,800	\$85,200
African-American Institute 833 United Nations Plaza New York, New York 10017 <i>Conferences on the role of women in development in Africa</i>	65,000		65,000	
<i>Program on Policy Issues in African-American Relations</i>	635,000		211,600	423,400
African Medical and Research Foundation 420 Lexington Avenue New York, New York 10170 <i>Operational Research and Evaluation Unit — \$443,000 (1984)</i>		\$380,250	129,600	250,650
American Academy of Arts and Sciences 136 Irving Street Cambridge, Massachusetts 02138 <i>Study on weapons in space — \$250,000 (1984)</i>	21,500	50,000	21,500 50,000	
<i>Planning research on the processes of international negotiations</i>	25,000		25,000	
American Association for the Advancement of Science 1776 Massachusetts Avenue, N.W. Washington, D.C. 20036 <i>Annual Science Education Colloquium and related activities — \$356,000 (1984)</i>		281,400	142,700	138,700
<i>Project to improve science and mathematics education for minority, female, and disabled youth</i>	700,000		117,000	583,000
<i>Planning an assessment and reformulation of the content of education in science, mathematics, and technology</i>	25,000		25,000	
<i>Assessment and reformulation of the content of precollegiate education in science, mathematics, and technology</i>	923,200		460,000	463,200
<i>Research and writing on development in Africa by John Walsh</i>	97,750		48,875	48,875

Appropriations and payments

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
<i>Program in Science, Arms Control and National Safety</i>	256,500		157,500	99,000
American Civil Liberties Union Foundation 132 West 43rd Street New York, New York 10036 <i>Center for National Security Studies Project on Government Secrecy</i>	150,000		75,000	75,000
American Council of Learned Societies 228 East 45th Street New York, New York 10017 <i>Fellowships for recent Ph.D. recipients —\$500,000 (1982)</i>		300,000	100,000	200,000
American Council on Education One Dupont Circle, N.W. Washington, D.C. 20036 <i>National Student Aid Coalition — \$141,350 (1984)</i>		74,000	74,000	
American Physical Society 335 East 45th Street New York, New York 10017 <i>Study of the science and technology of directed-energy weapons —\$200,000 (1984)</i>		100,000	100,000	
American Psychiatric Association 1400 K Street, N.W. Washington, D.C. 20005 <i>Publication of an Institute of Medicine report on research on mental illness and addictive disorders</i>	18,600		18,600	
American Psychological Association 1200 17th Street, N.W. Washington, D.C. 20036 <i>Subcommittee on Testing and Special Education</i>	14,600		14,600	
American Society of Zoologists P.O. Box 2739 Thousand Oaks, California 91360 <i>Symposium series on education in biology</i>	121,600		47,073	74,527
Aspen Institute for Humanistic Studies 717 Fifth Avenue New York, New York 10022 <i>Project on East-West relations</i>	25,000		25,000	
<i>Meetings on U.S.-Soviet relations for U.S. policymakers</i>	115,000		115,000	
<i>Meetings on U.S.-Soviet relations for American lawmakers</i>	170,000		114,215	55,785
<i>Aspen Strategy Group</i>	200,000		100,000	100,000

Appropriations and payments

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Association of the Bar of the City of New York Fund 42 West 44th Street New York, New York 10039 <i>Study of a new approach to arms control and disarmament</i>	40,000		40,000	
Atlanta University Center 360 Westview Drive, S.W. Atlanta, Georgia 30310 <i>Support — \$375,000 (1982)</i>		40,000	40,000	
Bank Street College of Education 610 West 112th Street New York, New York 10025 <i>Exploration of the uses of tool software in schools</i>	21,500		21,500	
<i>Development of the Child Development National Credentialing Program for family day-care providers</i>	25,000		25,000	
<i>Study of public school involvement in programs for young children</i>	297,000		40,000	257,000
Black Education and Research Trust P.O. Box 344, Orlando 1804 Johannesburg, South Africa <i>Council for Black Education and Research</i>	25,000		25,000	
Black Lawyers' Association Legal Education Centre P.O. Box 61246 Marshalltown 2107 Republic of South Africa <i>Visit of black American lawyers to South Africa — \$15,000 (1982)</i>		175	175 ^a	
<i>Support — \$75,000 (1983)</i>		75,000	25,000	50,000
Breznitz, Shlomo 343 Congressional Lane Rockville, Maryland 20852 <i>Writing on education for a changing world</i>	25,000		10,000	15,000
Brookings Institution 1775 Massachusetts Avenue, N.W. Washington, D.C. 20036 <i>Research on international security issues as affected by U.S.-Soviet relations</i>	750,000		250,000	500,000
Brown University Box 1860 Providence, Rhode Island 02912 <i>Coalition of Essential Schools — \$400,000 (1984)</i>		260,000	100,000	160,000

Appropriations and payments

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
California Rural Legal Assistance Foundation 1900 K Street Sacramento, California 95814 <i>Education advocacy on behalf of Chicanos in the public schools</i>	25,000		25,000	
California, University of, Berkeley, Berkeley, California 94720 <i>Dissemination of programs to promote mathematics education for women and minorities — \$536,100 (1983)</i>		241,920	179,920	62,000
<i>Pilot Mathematics, Engineering, Science Achievement program at the junior high school level — \$603,750 (1984)</i>		503,125	201,250	301,875
<i>Writing on higher education, industrial relations, and social change by Clark Kerr — \$145,500 (1984)</i>		145,500	52,160	93,340
<i>Development of a consortium to encourage American Indian participation in graduate study of mathematics and the sciences</i>	25,000		25,000	
<i>Research on Soviet foreign policy and behavior in selected regions</i>	599,675		86,340	513,335
<i>Science literacy materials and training project</i>	295,000		73,750	221,250
California, University of, Los Angeles Los Angeles, California 90024 <i>1985 General Conference of the International Association of Universities</i>	25,000		25,000	
California, University of, San Diego La Jolla, California 92093 <i>Laboratory of Comparative Human Cognition — \$314,000 (1984)</i>		239,500	74,630	164,870
<i>Study of warfare in space by the Institute on Global Conflict and Cooperation — \$250,000 (1984)</i>		198,144	88,171	109,973
<i>U.S.-Soviet interactive videocast on the 40th anniversary of the end of World War II in Europe</i>	100,000		100,000	
Cape Town, University of University Private Bag Rondebosch 7700, South Africa <i>Second Carnegie Inquiry into Poverty and Development in Southern Africa — \$115,000 (1984)</i>	200,000	578	70,000 578	130,000
Caribbean Resources Development Foundation 7855 N.W. Twelfth Street Miami, Florida 33126 <i>Planning a Caribbean/North American consultation on development</i>	7,500		7,500	

Appropriations and payments

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Carnegie Endowment for International Peace 11 Dupont Circle, N.W. Washington, D.C. 20036 <i>Preparation and publication of Proliferation Today — \$194,100 (1984)</i>		112,900	100,200	12,700
Carnegie Institution of Washington 1530 P Street, N.W. Washington, D.C. 20005 <i>Postdoctoral fellowship in the natural sciences — \$625,000 (1982)</i>		250,000	125,000	125,000
Carnegie-Mellon University 5000 Forbes Avenue Pittsburgh, Pennsylvania 15213 <i>Consortium to develop educational applications for an information technology system in higher education — \$1,060,000 (1983)</i>		573,125	203,575	369,550
<i>Development and demonstration of a computer-based geometry tutor</i>	552,000		407,690	144,310
Center for Community Change 1000 Wisconsin Avenue, N.W. Washington, D.C. 20007 <i>Support — \$250,000 (1984)</i>		125,000	125,000	
Center for Population Options 1012 Fourteenth Street, N.W. Washington, D.C. 20005 <i>Projects concerned with the electronic media and adolescent sexuality</i>	180,000		90,000	90,000
Central Educational Network Association 4300 West Peterson Avenue Chicago, Illinois 60646 <i>Planning of the American Children's Television Festival</i>	25,000		25,000	
Chicago Theological Seminary 5757 South University Avenue Chicago, Illinois 60637 <i>Field education project on black church programs for children and families</i>	331,500		55,250	276,250
Children of Alcoholics Foundation 540 Madison Avenue New York, New York 10022 <i>Follow-up activities to the Conference on Research Needs and Opportunities for Children of Alcoholics</i>	11,000		11,000	
Children's Defense Fund 122 C Street, N.W. Washington, D.C. 20001 <i>Planning a media campaign to help prevent adolescent pregnancy</i>	100,000		100,000	
<i>Support</i>	900,000		300,000	600,000

Appropriations and payments

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Children's Foundation 815 Fifteenth Street, N.W. Washington, D.C. 20005 <i>Family day-care advocacy — \$225,000 (1983)</i>		75,000	75,000	
Children's Television Workshop One Lincoln Plaza New York, New York 10023 <i>Development of a television series about mathematics for children — \$125,000 (1984)</i>		62,500	62,500	
<i>Production of a television series about mathematics for children</i>	1,000,000		750,000	250,000
Citizens Education Center Northwest 105 South Main Street Seattle, Washington 98104 <i>Design of an early childhood education program for the state of Washington</i>	25,000		25,000	
Citizens' Commission on Civil Rights 1201 Sixteenth Street, N.W. Washington, D.C. 20036 <i>Study of restrictive voter registration practices in the Southwest</i>	25,000		25,000	
Claremont University Center and Graduate School 701 North College Avenue Claremont, California 91711 <i>Establishment of a national institute for Chicano policy studies</i>	302,000		302,000	
Coalition of Labor Union Women Center for Education and Research 15 Union Square New York, New York 10003 <i>Support</i>	25,000		25,000	
Columbia University New York, New York 10027 <i>Research and training on Soviet international security and arms control issues</i>	1,500,000		1,000,000	500,000
<i>Research on fertility-related behavior of Hispanic adolescents</i>	191,400		94,450	96,950
<i>Development of model comprehensive health and educational services in junior high schools</i>	330,000		55,000	275,000
<i>Research on the psychology and political culture of U.S.-Soviet relations</i>	45,800		45,800	
Commission on College Retirement 875 Third Avenue New York, New York 10022 <i>Support — \$750,000 (1983)</i>		457,771	457,771	

Appropriations and payments

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Communications for Development 634 F Street, N.E. Washington, D.C. 20002 <i>Public education materials about international development and development assistance</i>	22,500		22,500	
Conference Board 845 Third Avenue New York, New York 10022 <i>Work and Family Information Center — \$180,000 (1983)</i>		60,000	60,000	
Congress of National Black Churches 2021 K Street, N.W. Washington, D.C. 20006 <i>Planning church-based educational programs for children and youth</i>	24,300		24,300	
Consortium for the Advancement of Private Higher Education 1730 M Street, N.W. Washington, D.C. 20036 <i>Support — \$300,000 (1983); \$1,528,500 (1984)</i>	450,000	1,665,384	1,016,134	1,099,250
Cornell University 300 Day Hall Ithaca, New York 14853 <i>Study of the implementation of family support programs</i>	6,000		6,000	
<i>Research and writing on the management of international crises</i>	265,000		141,600	123,400
Council for Basic Education 725 Fifteenth Street, N.W. Washington, D.C. 20005 <i>Development of evaluation procedures for the summer institutes for middle and high school mathematics teachers</i>	25,000		25,000	
Council of Chief State School Officers 400 North Capitol Street, N.W. Washington, D.C. 20001 <i>Resource Center on Sex Equity — \$157,000 (1983)</i>		82,000	1,000 ^a 81,000	
<i>Math and science education activities of the Resource Center on Educational Equity</i>	293,400		158,300	135,100
Council on Foundations 1828 L Street, N.W. Washington, D.C. 20036 <i>Conference on private sector support of development in Latin America and the Caribbean</i>	5,000		5,000	
<i>Membership support</i>	21,700		21,700	

Appropriations and payments

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Council on Library Resources 1785 Massachusetts Avenue, N.W. Washington, D.C. 20036 <i>Program of education and management training in the research library field — \$450,000 (1981)</i>		80,000		80,000
Dimancescu, Dan Botkin, James 50 Church Street Harvard Square Cambridge, Massachusetts 02138 <i>Study of centers of technological innovation — \$123,000 (1984)</i>		23,000	23,000	
Duke University Durham, North Carolina 27706 <i>Preparation of a book of documentary photographs on black poverty in South Africa</i>	24,210		24,210	
Editorial Projects in Education 1333 New Hampshire Avenue, N.W. Washington, D.C. 20036 <i>Support of Education Week</i>	300,000		150,000	150,000
Education Commission of the States 1860 Lincoln Street Denver, Colorado 80295 <i>Assistance to the states in implementing recommendations for educational improvement — \$224,000 (1984)</i>		82,860	82,860	
Education, Training and Research Associates 1700 Mission Street Santa Cruz, California 95060 <i>National Family Life Education Network</i>	56,400		56,400	
Education Writers Association P.O. Box 281 Woodstown, New Jersey 08098 <i>Program, organizational, and financial planning activities</i>	25,000		25,000	
Educational Broadcasting Corporation 356 West 58th Street New York, New York 10019 <i>Development of a television series on U.S.-Soviet relations</i>	25,000		25,000	
Educational Opportunities Council 42 DeVilliers Street Johannesburg 2001, South Africa <i>Support</i>	5,000		5,000	

Appropriations and payments

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Educational Products Information Exchange Institute P.O. Box 839 Water Mill, New York 11976 <i>Development of the Integrated Instructional Information Resource</i>	25,000		25,000	
Emory University Atlanta, Georgia 30322 <i>Project on arms control and nuclear strategy at the Carter Center</i>	100,000		100,000	
Facing History and Ourselves National Foundation 25 Kennard Road Brookline, Massachusetts 02146 <i>Development and dissemination of a school curriculum on volunteerism and the nonprofit sector</i>	25,000		25,000	
Federation of Behavioral, Psychological, and Cognitive Sciences 1200 Seventeenth Street, N.W. Washington, D.C. 20036 <i>Science and public policy seminars — \$25,000 (1984)</i>		12,500	12,500	
Federation of Child Care Centers of Alabama 3703 Cleveland Avenue Montgomery, Alabama 36101 <i>Advocacy, technical assistance, and training for child-care centers — \$120,000 (1983)</i>		30,000	30,000	
First Nations Financial Project Route 14, Box 74 Falmouth, Virginia 22405 <i>Master's program in public and private management for native Americans</i>	264,250		76,825	187,425
Florida, University of Gainesville, Florida 32611 <i>Development and evaluation of a videodisc system for elementary science curricula</i>	184,200		92,100	92,100
Forum Institute 1225 Fifteenth Street, N.W. Washington, D.C. 20005 <i>Study of foundation grant making concerned with international security and the prevention of war</i>	15,000		15,000	
Girls Clubs of America 205 Lexington Avenue New York, New York 10016 <i>Development and evaluation of four models for pregnancy prevention among adolescents</i>	225,000		75,000	150,000

Appropriations and payments

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Harvard University Cambridge, Massachusetts 02138				
<i>Research and education on the avoidance of nuclear war — \$1,100,000 (1984); \$494,100 (1983)</i>		525,000	525,000	
<i>Institute for the Study of Smoking Behavior and Policy — \$658,200 (1984)</i>		534,575	207,110	327,465
<i>Research and training at the Harvard Negotiation Project on improving the U.S.-Soviet negotiation process — \$250,000 (1984)</i>		125,000	125,000	
<i>Public education project on hunger and nutrition in developing countries</i>	25,000		25,000	
<i>Studies of the development, evaluation, and effectiveness of family support programs</i>	180,000		40,500	139,500
<i>Development of a new approach to resolution of multiple-party disputes</i>	25,000		25,000	
<i>Writing on the role of the university under a military government in a developing country by Patrick Seyon</i>	12,650		12,650	
<i>Preparation of a book on interventions to reduce the risk of adolescent problems</i>	70,000		70,000	
Hesperian Foundation P.O. Box 1692 Palo Alto, California 94302				
<i>Publication of a revision of the English-language edition of the village health care handbook, Where There is No Doctor</i>	24,500		24,500	
High/Scope Educational Research Foundation 600 North River Street Ypsilanti, Michigan 48197				
<i>Planning for U.S. participation in the International Association for the Evaluation of Educational Achievement Preprimary Project</i>	25,000		25,000	
<i>Planning activities and information exchange on the needs of women and children in developing countries</i>	23,500		23,500	
<i>Research, policy studies, and dissemination of information on early childhood education</i>	342,600		193,300	149,300
Hispanic Policy Development Project 717 Fifth Avenue New York, New York 10022				
<i>National Commission for Secondary Schooling for Hispanics — \$150,000 (1984)</i>		49,000	49,000	

Appropriations and payments

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Ibadan, University of Ibadan, Nigeria <i>International Centre for Educational Evaluation — \$400,000 (1973)</i>		6,900		6,900
Independent Commission on Disarmament and Security Issues 825 Third Avenue New York, New York 10022 <i>Meeting in the U.S. to consider new approaches to East-West arms negotiations</i>	25,000		25,000	
Independent Sector 1828 L Street, N.W. Washington, D.C. 20036 <i>Studies in leadership by John W. Gardner — \$150,000 (1984)</i> <i>Membership support</i>	5,900	100,000	50,000	50,000
Institute for Advanced Study Princeton, New Jersey 08540 <i>Activities concerned with U.S.-Soviet relations</i>	25,000		25,000	
Institute for East-West Security Studies 304 East 45th Street New York, New York 10017 <i>U.S.-Soviet Relations Program</i>	300,000		61,380	238,620
Institute for Educational Leadership 1001 Connecticut Avenue, N.W. Washington, D.C. 20036 <i>Conference on school dropouts and dropout prevention</i>	25,000		25,000	
Inter-American Parliamentary Group on Population and Development 304 East 45th Street New York, New York 10017 <i>Conference of parliamentarians of the Commonwealth Caribbean on population and development</i>	20,000		20,000	
Intercultural Development Research Association 5835 Callaghan San Antonio, Texas 78228 <i>Staff development in the area of computer software design</i>	85,900		85,900	
International Center for Research on Women 1717 Massachusetts Avenue, N.W. Washington, D.C. 20036 <i>Research on women's work and child welfare in developing countries</i>	160,000		89,300	70,700

Appropriations and payments

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
International Council of Scientific Unions 2101 Constitution Avenue, N.W. Washington, D.C. 20418 <i>Project on the environmental consequences of nuclear war</i>	150,000		150,000	
International Council of Voluntary Agencies 13 Rue Gautier 1201 Geneva, Switzerland <i>Conference on family health in southern Africa — \$23,000 (1984)</i>		23,000	23,000	
International Development Conference 2001 S Street, N.W. Washington, D.C. 20009 <i>Conference on the relationship between U.S. foreign policy and Third World development</i>	5,000		5,000	
International Health and Biomedicine P.O. Box 7350, Moore Station Oklahoma City, Oklahoma 73153 <i>Development of public education materials on vaccination and child survival in developing countries</i>	75,000		35,000	40,000
International Research and Exchanges Board 655 Third Avenue New York, New York 10017 <i>Support for the U.S.-Soviet joint study on crisis prevention and settlement</i>	93,100		12,000	81,100
<i>Meetings involving United States, Soviet, and East European scholars and policy experts — \$394,125 (1984)</i>		150,000		150,000
International Society for Research on Aggression 2430 Campus Road Honolulu, Hawaii 96822 <i>Development and dissemination of guidelines for the communication of research to the media</i>	7,300		7,300	
International Student Pugwash 505-B Second Street, N.E. Washington, D.C. 20002 <i>Conference on science, technology, and individual responsibility</i>	25,000		25,000	
International University Consortium for Telecommunications in Learning College Park, Maryland 20742 <i>Support — \$573,500 (1984)</i>		488,862	371,388	117,474

Appropriations and payments

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Janis, Irving 627 Scotland Drive Santa Rosa, California 95405 <i>Research and writing on the management of international crises</i>	135,000		19,283	115,717
Johns Hopkins University Baltimore, Maryland 21218 <i>Conferences of American legislators with British parliamentarians and African leaders — \$106,600 (1971)</i>		7,956		7,956
<i>Study of the effects of militarization of space on the likelihood of nuclear war</i>	240,900		120,450	120,450
Lyndon Baines Johnson Foundation Lyndon Baines Johnson Library Austin, Texas 78705 <i>Analysis of the effects of certain Great Society programs</i>	20,000		20,000	
Lawyers' Committee for Civil Rights Under Law 1400 Eye Street, N.W. Washington, D.C. 20005 <i>Voting Rights Project</i>	200,000		100,000	100,000
Legal Resources Trust P.O. Box 9495 Johannesburg 2000, South Africa <i>Legal Resources Centre</i>	20,000		20,000	
Makerere University P.O. Box 7062 Kampala, Uganda <i>Program of research, curriculum revision, and staff development for primary teacher training in Uganda — \$300,00 (1971)</i>		51,000	51,000 ^a	
Massachusetts Advocacy Center 76 Summer Street Boston, Massachusetts 02110 <i>Public education advocacy — \$300,000 (1983)</i>		75,000	75,000	
<i>Multicultural Education Training and Advocacy Project</i>	240,000		120,000	120,000
Massachusetts Institute of Technology Cambridge, Massachusetts 02139 <i>Arms Control and Defense Policy Program — \$1,100,000 (1984)</i>		900,000	360,000	540,000
Mental Health Law Project 2021 L Street, N.W. Washington, D.C. 20036 <i>Advocacy on behalf of preschool developmentally disabled children — \$212,000 (1984)</i>		150,000	100,000	50,000

Appropriations and payments

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Mexican American Legal Defense and Educational Fund 28 Geary Street San Francisco, California 94108 <i>Program of education litigation and advocacy — \$760,400 (1984)</i>		528,900	253,700	275,200
Michigan State University East Lansing, Michigan 48824 <i>Development of new standards for teacher education by a consortium of deans of schools of education</i>	25,000		25,000	
Minnesota, University of 100 Church Street, S.E. Minneapolis, Minnesota 55455 <i>Meetings and publications in preparation for the 1985 U.N. Decade for Women conference — \$102,000 (1983)</i>		17,000	17,000	
<i>Research on teachers working as independent contractors</i>	25,000		25,000	
NAACP Legal Defense and Educational Fund 10 Columbus Circle New York, New York 10019 <i>Education Litigation Program — \$485,000 (1984)</i>		310,000	160,000	150,000
NAACP Special Contribution Fund 186 Remsen Street Brooklyn, New York 11201 <i>School Desegregation Program — \$730,000 (1984)</i>		225,000	225,000	
Nairobi, University of P.O. Box 30197 Nairobi, Kenya <i>Bureau of Educational Research — \$383,000 (1976)</i>		6,093		6,093
National Academy of Public Administration 1120 G Street, N.W. Washington, D.C. 20005 <i>Project on the Presidential appointment system</i>	25,000		25,000	
National Academy of Sciences 2101 Constitution Avenue, N.W. Washington, D.C. 20418 <i>Studies of important national issues — \$450,000 (1982)</i>	300,000	100,000	100,000	200,000
<i>Study of the status of black Americans</i>	250,000		100,000	150,000
<i>Symposium on the medical consequences of nuclear war</i>	200,000		200,000	
<i>Committee on the Behavioral and Social Sciences and Nuclear War</i>	60,000		60,000	

Appropriations and payments

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
National Association for Equal Opportunity in Higher Education 2243 Wisconsin Avenue, N.W. Washington, D.C. 20007 <i>Research office on black higher education</i>	225,000			225,000
National Association for the Education of Young Children 1834 Connecticut Avenue, N.W. Washington, D.C. 20009 <i>Child Care Information Service — \$690,000 (1984)</i>		550,000	265,000	285,000
National Black Child Development Institute 1463 Rhode Island Avenue, N.W. Washington, D.C. 20005 <i>Support — \$300,000 (1982)</i>	100,000	50,000	50,000 50,000	50,000
National Charities Information Bureau 19 Union Square West New York, New York 10003 <i>Support</i>	25,000		25,000	
National Coalition of Advocates for Students 76 Summer Street Boston, Massachusetts 02110 <i>National Board of Inquiry into the Status of Poor and Minority Children and Youth in the Schools and in the Workplace — \$200,000 (1984)</i>		100,000	100,000	
National Commission on Industrial Innovation 1125 West Sixth Street Los Angeles, California 90017 <i>Planning a computer equity program for minority and poor students in California</i>	25,000		25,000	
National Committee for Responsive Philanthropy 2001 S Street, N.W. Washington, D.C. 20009 <i>Support — \$150,000 (1982)</i>	70,000	15,000	40,000 5,000	30,000 10,000
National Conference of State Legislatures 444 North Capitol Street, N.W. Washington, D.C. 20001 <i>Information and technical assistance on early childhood education and child-care policy for state legislatures</i>	295,870		70,000	225,870

Appropriations and payments

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
National Conference on Social Welfare 1730 M Street, N.W. Washington, D.C. 20036 <i>Project on the Federal Social Role— \$150,000 (1984)</i>	350,000	50,000	200,000 50,000	150,000
National Council of Returned Peace Corps Volunteers P. O. Box 1404 Omaha, Nebraska 68101 <i>Public education project on development and development assistance</i>	24,000		24,000	
National Council of the Churches of Christ in the U.S.A. 475 Riverside Drive New York, New York 10115 <i>Activities to improve the quality of child-care programs</i>	330,000		110,000	220,000
National Foundation for the Improvement of Education 1201 Sixteenth Street, N.W. Washington, D.C. 20036 <i>Development of a computerized clearinghouse of information on children's radio and television programming</i>	122,300		122,300	
National Governors' Association Center for Policy Research 444 North Capitol Street Washington, D.C. 20001 <i>Children's Policy Information Project— \$98,500 (1984)</i>		48,500	48,500	
National Public Radio 2025 M Street, N.W. Washington, D.C. 20036 <i>Coverage of Third World development</i>	300,000		175,000	125,000
National Urban Coalition 1201 Connecticut Avenue, N.W. Washington, D.C. 20036 <i>Planning a program for black and Hispanic parents and community groups to improve education in science, mathematics, and technology in the schools</i>	30,537		30,537	
Native American Rights Fund 1506 Broadway Boulder, Colorado 80302 <i>Internship program for recent Indian law graduates—\$218,350 (1983)</i> <i>Self-evaluation meeting</i>	10,200	55,790	55,790 10,200	

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Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Native American Science Education Association 1228 M Street, N.W. Washington, D.C. 20005 <i>Project to strengthen precollege science and math instruction for native Americans</i>	93,100		93,100	
New York, Board of Education of the City of 110 Livingston Street Brooklyn, New York 11201 <i>School Improvement Project — \$175,000 (1980)</i>		43,750		43,750
New York Regional Association of Grantmakers 505 8th Avenue New York, New York 10018 <i>Membership support</i>	4,700		4,700	
New York University 70 Washington Square South New York, New York 10012 <i>Study of modern portfolio management and the prudent man rule</i>	25,000		25,000	
<i>Research and training on news media coverage of international security issues</i>	250,000		83,334	166,666
New York Urban Coalition 1515 Broadway New York, New York 10036 <i>Local School Development Project — \$333,300 (1983)</i>		111,240	111,240	
Nonprofit Coordinating Committee of New York 419 Park Avenue South New York, New York 10016 <i>Membership support</i>	975		975	
North Carolina School of Science and Mathematics P.O. Box 2418 Durham, North Carolina 27705 <i>Development of a high school mathematics course for college-bound students</i>	221,500		100,550	120,950
North Carolina, University of, at Chapel Hill P.O. Box 2688 Chapel Hill, North Carolina 27514 <i>Planning an interuniversity program on international and security studies</i>	24,500		24,500	
<i>Project on Adolescent Literacy</i>	150,000		50,000	100,000

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Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
NOW Legal Defense and Education Fund 99 Hudson Street New York, New York 10013 <i>Project on Equal Education Rights — \$200,000 (1984)</i>		100,000	100,000	
Okeyo, Achola Palo P. O. Box 47422 Nairobi, Kenya <i>Explorations into the history and relationship of three national women's organizations in Kenya — \$15,000 (1982)</i>		2,000		2,000
Overseas Development Council 1717 Massachusetts Avenue, N.W. Washington, D.C. 20036 <i>Planning an assessment of U.S. public opinion on international development issues</i>	22,725		22,725	
Parliamentarians for World Order Conference Fund 350 East 45th Street New York, New York 10017 <i>Public education in the U.S. about the worldwide implications of the arms race</i>	100,000		100,000	
Pathfinder Fund 1330 Boylston Street Chestnut Hill, Massachusetts 02167 <i>Development of model education and counseling programs for pregnant adolescents in Kenya and Sierra Leone</i>	402,200		40,825	361,375
Peace and Common Security Fort Mason Center San Francisco, California 94123 <i>Study of the psychology of the U.S.-Soviet nuclear arms race</i>	24,625		24,625	
Phillips Academy Andover, Massachusetts 01810 <i>Mathematics and Science for Minority Students Program — \$180,000 (1984)</i>		150,000	50,000	100,000
Population Council One Dag Hammarskjold Plaza New York, New York 10017 <i>Research on child survival and adolescent fertility in Mexico and the Commonwealth Caribbean</i>	500,000		62,500	437,500
Press and the Public Project 250 West 57th Street New York, New York 10019 <i>Research and preparations for a television documentary on press coverage of Africa</i>	24,950		24,950	

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Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Program for Appropriate Technology in Health 130 Nickerson Street Seattle, Washington 98109 <i>Development of methods to promote the health of mothers and newborns in two southern African countries</i>	378,600		25,000	353,600
Public Broadcasting Associates 566 Centre Street Newton, Massachusetts 02158 <i>Public television series on science and scientific evidence</i>	250,000		150,000	100,000
Public Education Fund 600 Grant Street Pittsburgh, Pennsylvania 15219 <i>Development of education funds in urban communities — \$250,000 (1984)</i>		125,000	125,000	
Puerto Rican Legal Defense and Education Fund 99 Hudson Street New York, New York 10013 <i>Education Rights Project — \$390,000 (1983)</i>		325,000	112,224	212,776
Puerto Rico Community Foundation Royal Bank Center 255 Ponce de Leon Avenue Hato Rey, Puerto Rico 00918 <i>Advancement of education and maternal and child health in Puerto Rico</i>	500,000			500,000
Pugwash Conferences on Science and World Affairs 11A, Avenue de la Paix 1202 Geneva, Switzerland <i>Workshop on crisis prevention and control in Africa</i>	25,000		25,000	
Radcliffe College 10 Garden Street Cambridge, Massachusetts 02138 <i>Fellowship program at the Mary Ingraham Bunting Institute for nontenured faculty women from research universities — \$326,740 (1982)</i>		159,800	104,080	55,720
Rand Corporation 2100 M Street, N.W. Washington, D.C. 20037 <i>Research and training on managing U.S.-Soviet conflict</i>	25,000		25,000	

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Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Research Libraries Group Jordan Quadrangle Stanford, California 94305 <i>Development of local area network access to the Research Libraries Information Network</i>	294,250		163,650	130,600
Resources for the Future 1616 P Street, N.W. Washington, D.C. 20036 <i>Study of the International Atomic Energy Agency</i>	25,000		25,000	
Rio Grande Institute P. O. Box 9020 Santa Fe, New Mexico 87504 <i>Workshop on the design of an institute for research and graduate-level education in the sciences</i>	25,000		25,000	
Russell Sage Foundation 112 East 64th Street New York, New York 10021 <i>Study of women in higher education — \$145,000 (1983)</i>		30,000	30,000	
Scientists' Institute for Public Information 355 Lexington Avenue New York, New York 10017 <i>Media Education Project in Military Technology, National Security, and Arms Control</i>	200,000		50,000	150,000
<i>Media education project on child development</i>	40,000		40,000	
Sierra Leone, University of Private Mail Bag Freetown, Sierra Leone <i>Establishment of a University planning unit — \$376,300 (1976)</i>		40,000		40,000
Sigma Delta Chi Foundation 840 North Lake Shore Drive Chicago, Illinois 60611 <i>Project to foster news reporting on developing countries</i>	100,000		50,000	50,000
Smithsonian Institution Washington, D.C. 20560 <i>Development of a traveling exhibition on the Carnegie libraries</i>	18,000		18,000	
Social Science Research Council 605 Third Avenue New York, New York 10158 <i>For evaluation of its Program in International Peace and Security Studies</i>	9,000		9,000	

Appropriations and payments

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
<i>Conference on the political economy of health and disease in Africa and Latin America</i>	10,000		10,000	
South-North News Service 4 West Wheelock Street Hanover, New Hampshire 03755 <i>Support</i>	25,000		25,000	
Southeastern Consortium for Minorities in Engineering c/o Georgia Institute of Technology Atlanta, Georgia 30332 <i>Expansion of a program in engineering, science, and mathematics at predominantly minority schools</i>	392,300		58,000	334,300
Southern Coalition for Educational Equity P.O. Box 22904 Jackson, Mississippi 39205 <i>New Orleans Effective Schools Project — \$375,000 (1983)</i>		162,716	106,390	56,326
Southern Regional Council 161 Spring Street, N.W. Atlanta, Georgia 30303 <i>Southern Legislative Research Council</i>	25,000		25,000	
Stanford University Stanford, California 94305 <i>Research and training in international security and arms control — \$905,750 (1984)</i>		674,353	302,006	372,347
<i>Conference on risk-taking behavior and alcohol abuse prevention among adolescents</i>	74,300		74,300	
<i>Inter-University Program for Latino Research</i>	120,000		40,000	80,000
Structural Employment Economic Development Corporation 1500 Broadway New York, New York 10036 <i>Source book on model programs for dropout prevention and services for dropouts</i>	68,100		23,720	44,380
Teachers College, Columbia University New York, New York 10027 <i>Research on the history of American education — \$197,736 (1973)</i>		123,736		123,736
<i>Research and writing on the historical role of Carnegie Corporation of New York — \$86,084 (1981)</i>	18,560	18,387	18,560 18,387	

Appropriations and payments

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Texas, University of Galveston, Texas 77550 <i>Conference on meeting the health needs of the U.S.-Mexico border populations</i>	43,349		43,349	
TransAfrica Forum 545 Eighth Street, S.E. Washington, D.C. 20003 <i>Support</i>	150,000			150,000
Tucker, Marc 1001 Connecticut Avenue, N.W. Washington, D.C. 20036 <i>Project on Information Technology and Education — \$260,000 (1984)</i>		130,000	130,000 ^a	
United Methodist Church, Board of Global Ministries of the 777 United Nations Plaza New York, New York 10017 <i>Forum for nongovernmental organizations at the 1985 World Conference on Women</i>	80,000		80,000	
United States Committee for UNICEF 331 East 38th Street New York, New York 10016 <i>Public education in the U.S. on child health and survival in developing countries</i>	400,000		124,842	275,158
United States Department of Education 400 Maryland Avenue, S.W. Washington, D.C. 20202 <i>Mina Shaughnessy Scholars Program of the Fund for the Improvement of Post-secondary Education — \$250,000 (1980)</i>		23,950		23,950
United States-South Africa Leader Exchange Program 1700 Seventeenth Street, N.W. Washington, D.C. 20009 <i>Support — \$100,000 (1983)</i>		33,333	33,333	
<i>Alan Pifer South Africa-United States Fellowship Program — \$56,000 (1983)</i>		40,500		40,500
Urban Institute 2100 M Street, N.W. Washington, D.C. 20037 <i>Changing Domestic Priorities Project — \$257,000 (1984)</i>		64,250	64,250	
<i>Study of nonprofit organizations and their relationships to government</i>	225,000		225,000	

Appropriations and payments

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Utah, University of Salt Lake City, Utah 84112 <i>HERS/West — \$210,000 (1984)</i>		121,200	96,200	25,000
Wellesley College Wellesley, Massachusetts 02181 <i>School-Age Child Care Project</i>	235,000		152,000	83,000
Wells College Aurora, New York 13026 <i>Public Leadership Education Network — \$230,000 (1982)</i>		47,500	47,500	
West Indies, University of the Mona, Kingston 7, Jamaica <i>Women and Development Unit — \$180,000 (1984)</i>		127,500	90,000	37,500
Western Service Systems 1410 Grant Street Denver, Colorado 80203 <i>Education advocacy in behalf of Hispanic children — \$1,000,000 (1983)</i>		500,000	200,000	300,000
WGBH Educational Foundation 125 Western Avenue Boston, Massachusetts 02134 <i>Acquisition and promotion for broadcast of a film on South Africa, Allan Boesak: Choosing for Justice</i>	24,000		24,000	
Witwatersrand, University of the 1 Jan Smuts Avenue Johannesburg 2001, South Africa <i>Centre for Applied Legal Studies — \$125,000 (1978); \$153,000 (1983)</i>		1,867 50,000	800 50,000	1,067
Woodrow Wilson International Center for Scholars Smithsonian Institution Building Washington, D.C. 20560 <i>Meeting of U.S. and Soviet policymakers</i>	13,320		13,320	
World Priorities 3013 Dumbarton Avenue, N.W. Washington, D.C. 20007 <i>Dissemination of Women: A World Survey</i>	9,750		9,750	
Yale University New Haven, Connecticut 06520 <i>Program on Non-Profit Organizations — \$300,000 (1982)</i>		120,000	60,000	60,000
Youth Project 1555 Connecticut Avenue, N.W. Washington, D.C. 20036 <i>Support — \$450,000 (1984)</i>		300,000	150,000	150,000

Appropriations and payments

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Zimbabwe, University of P.O. Box M.P. 167 Mount Pleasant Harare, Zimbabwe				
Staff recruitment and development — \$50,000 (1982)		18,573	464	18,109
Total	<u><u>\$25,201,146</u></u>	<u><u>\$15,468,863</u></u>	<u><u>\$21,109,339</u></u>	<u><u>\$19,560,670</u></u>
Studies and projects administered by the officers				
Carnegie Forum on Education and the Economy	\$600,000		\$246,603	\$353,397
Dissemination Fund		\$3,796	113 ^a 3,683	
Alan Pifer South Africa-United States fellowships — \$103,490 (1983)	7,674 ^b	56,192		63,866
Planning a Carnegie commission on education and economic progress — \$100,000 (1984)		77,686		77,686
Planning for the sesquicentennial anniversary of Andrew Carnegie's birth — \$50,000 (1983)		20,000	20,000	
Program Development and Evaluation Fund	174,572	118,142	1,168 ^a 148,129	143,417
Project on an Aging Society — \$290,000 (1984)	<u>408,500</u>	<u>79,665</u>	<u>388,913</u>	<u>99,252</u>
Total studies and projects administered by the officers	<u><u>\$1,190,746</u></u>	<u><u>\$355,481</u></u>	<u><u>\$808,609</u></u>	<u><u>\$737,618</u></u>

^a Cancelled: included in total payments.

^b Funds from the appropriation are held in a separate interest-bearing bank account. This amount represents interest earned in fiscal 1985.

Adjustments of grant appropriations

Not required: cancelled (listed above) \$183,456

Refunds from grants or allocations made in prior years

1970-71	Makerere University	\$14,378
1976-77	Council on Library Resources	1,153
1976-77	Navajo Tribe, Division of Education	7,142
1978-79	Carnegie Council on Children	1,267
1980-81	United Federation of Teachers	2,452
1981-82	Connecticut State Department of Education	11,810
1981-82	Feminist Press	724
1981-82	Interuniversity Communications Council	4,700
1981-82	Program Development and Evaluation Fund	5
1981-82	State University of New York, Albany	3
1982-83	American Association for Higher Education	4,744
1982-83	Research Libraries Group	188
1982-83	University of Massachusetts Boston	99
1983-84	Marc Tucker	<u>25,384</u>
		<u>\$74,049</u>

REPORT OF THE SECRETARY

John C. Taylor, 3rd, chairman of the Corporation for the past five years and a trustee since February 1976, retired from the board at the close of the annual meeting in December. Also retiring at that time were Thomas R. Donahue, Mary Louise Petersen, and Anne Firor Scott, all of whom joined the Corporation board in 1976-77. Mr. Taylor served on the finance and administration committee during most of his tenure on the board and on the nominating committee from 1977 through 1980. Mr. Donahue served on the nominating committee for four years; Ms. Petersen and Ms. Scott both served on the special trustee committee on board procedures during 1980 and on the agenda committee after it was established in 1981.

Helene L. Kaplan, a trustee since 1979, was elected chairman of the board, succeeding Mr. Taylor. Ms. Kaplan, a partner in the law firm of Webster & Sheffield, had served on the Corporation's finance and administration committee since her election to the board and on the agenda committee since 1982. She chaired the selection committee, which recommended the appointment of David A. Hamburg as president of the foundation in 1982, and was vice chairman of the Corporation from 1981 until her election as chairman. Jack G. Clarke, director and senior vice president of Exxon Corporation, was elected vice chairman. Mr. Clarke, who became a trustee in 1979, has served on the nominating and agenda committees.

Four new trustees joined the board in December 1984: Fred M. Hechinger, president of The New York Times Company Foundation, Inc.; Joshua Lederberg, president of The Rockefeller University; Ray Marshall, Rapoport Centennial Chair in Economics and Public Affairs at the University of Texas at Austin; and Sheila E. Widnall, professor of aeronautics and astronautics at Massachusetts Institute of Technology. In addition, Ruth Simms Hamilton, whose first term as a trustee was due to expire in December, was reelected to a second four-year term.

During the year, John C. Whitehead resigned from the board upon his appointment as Deputy Secretary of State. Mr. Whitehead, formerly senior partner of

Goldman, Sachs & Co., was elected a trustee in 1979 and had served on the finance and administration committee since his election. He was also a member of the nominating committee from 1983 until his resignation. Bruce B. Dayton of Bliss & Co., formerly chairman and chief executive officer of Dayton-Hudson Corporation, was elected a trustee at the June meeting of the board.

The trustees held regular board meetings on October 11 and December 13, 1984, and February 14, April 11, and June 20, 1985. A retreat to permit in-depth discussion of U.S.-Mexican relations and educational opportunities for Mexican Americans was held in San Antonio, Texas, on May 1-4, 1985.

During the year, the finance and administration committee consisted of Richard B. Fisher, chairman, Mr. Clarke, John G. Gloster, Dr. Hamburg, Ms. Kaplan, Ann R. Leven, and Mr. Whitehead. Upon Mr. Whitehead's resignation, Mr. Marshall was elected to complete his term. The committee met on October 17 and December 4, 13, and 20, 1984, and February 12 and 14, May 16, June 28, July 11, and September 30, 1985.

The nominating committee was composed of Margaret K. Rosenheim, chairman, Dr. Hamburg, Ms. Hamilton, Thomas A. Troyer, and Mr. Whitehead. Upon Mr. Whitehead's resignation, Mr. Hechinger was elected to complete his term. The committee met in conjunction with the board meetings in October, February, and June.

The agenda committee, an *ad hoc* committee of the board established in 1981, had as its members during the year Mr. Clarke, James Lowell Gibbs, Jr., Dr. Hamburg, Ms. Kaplan, and Judy P. Rosenstreich. The committee met in conjunction with the meetings of the full board.

Several staff changes occurred during the year. Danella Schiffer, corporate liaison officer since January 1979, was named vice president of Drake Beam Morin, Inc., an international consulting firm in the management of human resources. Rosemary McDowell, administrative assistant in the treasurer's office, resigned in May to move to Vermont, where she and her husband are operating an inn. Joyce Fortunato, a graduate of Queens College who had worked previously in publishing and pharmaceutical companies, was named as her successor. In September, David Devlin-Foltz, a program assistant working in the area of strengthening human resources in developing countries since July 1984, was promoted to program associate. In August, Allyn Mortimer was hired as a program assistant, working part time in Washington, D.C., with the Corporation's special advisor to the president. Ms. Mortimer holds a bachelor's degree from the University of Maryland and a master's degree from the Maxwell School of Citizenship and Public Affairs of Syracuse University.

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Andrew Carnegie was born in Scotland in 1835. He came to the United States with his family in 1848 and went to work as a bobbin boy in a cotton mill. After a succession of jobs with Western Union and the Pennsylvania Railroad, he eventually resigned to establish his own business enterprises and, finally, the Carnegie Steel Company which launched the huge steel industry in Pittsburgh. At the age of 65 he sold the Company and devoted the rest of his life to writing, including his autobiography, and to philanthropic activities, intending to give away \$300 million. He gave away \$311 million.

Gifts to hundreds of communities in the English-speaking world helped to make his idea of the free public library as the people's university a reality. In all, 2,509 libraries were built with Carnegie funds. His endowment of the Carnegie Institute in Pittsburgh brought important educational and cultural benefits to the community in which he made his fortune. From experience he knew the importance of science applied to commerce and industry, and he provided for technical training through the Carnegie Institute of Technology. By establishing the Carnegie Institution of Washington he helped to stimulate the growth of knowledge through providing facilities for basic research in science.

Mr. Carnegie set up the Carnegie Trust for the Universities of Scotland to assist needy students and to promote research in science, medicine, and the humanities. For the betterment of social conditions in his native town of Dunfermline, Scotland, he set up the Carnegie Dunfermline Trust. To improve the well-being of the people of Great Britain and Ireland, he established the Carnegie United Kingdom Trust.

In the United States, he created The Carnegie Foundation for the Advancement of Teaching primarily as a pension fund for college teachers and also to promote the cause of higher education. To work for the abolition of war, he established the Carnegie Endowment for International Peace. To recognize heroism in the peaceful walks of life as being as worthy as valor in battle, he created funds in the United States, the United Kingdom, and nine European countries to make awards for acts of heroism. In contributing to the construction of the Peace Palace at The Hague, the Pan American Union building in Washington, and the Central American Court of Justice in Costa Rica, he further expressed his belief in arbitration and conciliation as substitutes for war.

In 1911, having worked steadily at his task of giving away one of the world's great fortunes, Mr. Carnegie created Carnegie Corporation of New York, a separate foundation as large as all his other trusts combined.

Each of the Carnegie agencies has its own funds and trustees and each is independently managed.

The following statements are set forth in accordance with section 6056 of the United States Internal Revenue Code, pursuant to which this annual report has been prepared:

- Carnegie Corporation of New York (employer identification number 13-1628151) is a private foundation within the meaning of section 509(a) of the Internal Revenue Code.
- The names and respective business addresses of the "foundation managers" of the Corporation are set forth in the front section of this annual report.
- No person who is a "foundation manager" with respect to the Corporation has made any contribution to the Corporation in any taxable year.
- At no time during the year did the Corporation (together with other "disqualified persons") own more than 2 percent of the stock of any corporation or corresponding interests in partnerships or other entities.
- Pursuant to section 6104(d) of the Internal Revenue Code, a notice has been published that this annual report and the Corporation's annual return are available for public inspection at the principal office of the Corporation. A copy of this report has been furnished to the Attorney General of the State of New York.

April 10, 1986

David A. Hamburg, President



